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ABSTRACT

This simulation allows students to participate in situations and events similar to those experienced by pioneers who headed west in early wagon trains. Students face problems such as floods, droughts, blocked trails, snakes, Indians, and the lack of food. Students must make numerous individual and small-group decisions that provide them with a realistic view of what pioneer life was like, why people went west, and what happened to them along the trail. Students role play family identities on the wagon train and decided what supplies to take west. The speed with which wagons move along the trail depends upon the points students earn for all their class work. The simulation concludes with the wagon trains either reaching or failing to reach their destination in Oregon. (Includes a student guide.) (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

PIONEERS

A simulation of decision-making on a wagon train

SO 028 769

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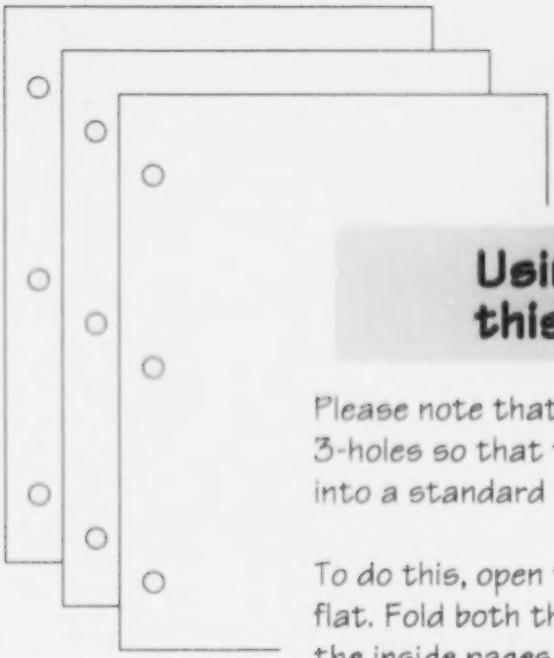

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INTERACT
LEARNING THROUGH INVOLVEMENT

PIONEERS

A simulation of decision-making on a wagon train

JOHN WESLEY, the author of PIONEERS, completed his undergraduate work at San Francisco and San Diego State universities. John and his wife Diane spent two years as VISTA volunteers working in Appalachia. Currently both are fifth-grade teachers in El Cajon, California, where they create simulations and other methods to make learning a vital experience for their students.

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PURPOSE

... such as floods, droughts, blocked trails, snakes, Indians, and a lack of food ...

PIONEERS is a simulation which allows students to vicariously participate in situations and events similar to those experienced by pioneers who headed west in early wagon trains. As settlers heading west during the 1840s the students face problems such as floods, droughts, blocked trails, snakes, Indians, and a lack of food. The would-be homesteaders must make numerous individual and small-group decisions (e.g., what to do about a lack of water, how to cross a flooded river, how to handle hostile Indians and which trail to take). These decisions and the other events provide the students with a realistic view of what pioneer life was like, why people went west, and what happened to them along the trail. While learning about wagon trains and pioneer life, students participate in individual and small group decision-making, and they learn how to take notes, how to outline material, and how to write a brief research paper.

Specifically, the student will experience the following:

Knowledge

1. what supplies early pioneers took west
2. why people went west
3. what kind of people went west on wagon trains
4. how nature affected pioneer life
5. what fates awaited early homesteaders along the trail
6. the 5 Ws of writing: who, what, when, where, and why

Feelings

1. a realization of the extent of the problems faced by pioneers
2. an appreciation of the settlers' rugged life

Skills

1. individual and small group decision-making
2. outlining
3. note-taking
4. writing a research paper
5. writing diary entries

OVERVIEW

PIONEERS starts when students, role-playing family identities on wagon trains, select supplies to take west. The wagon trains then begin the long journey along The Hacker Trail—an imaginative trail patterned after the Oregon and California trails. Along the trail students must make numerous decisions, write diary entries, research and write a paper, and suffer various fates.

The speed with which wagons move along the trail depends upon the points students earn for all their class work. Each student writes three diary entries concerning why they are going west, what happens to them along the way, and how they cross a flooded river. Besides these diary entries, the students make a series of individual and group decisions concerning water rights, which trail to take, and how to handle daily problems that arise along the trail. Once the students have become involved in moving west they are asked to do a short research paper on a topic related to westward expansion in America. Finally, Fate Cards are read during Hours 5-14. They simulate other events which might have occurred along the trail west. These Fate Cards also provide the student with direct involvement in their journey and give them some feeling of the helplessness that early pioneers must have felt. The simulation concludes with the wagon trains either reaching or failing to reach their destination in Oregon.

INITIAL PREPARATION - 1

Before beginning

1. Make an overhead transparency of The Hacker Trail map. Next, using an overhead projector and your students' aid, project this map onto butcher paper attached to your bulletin board. Have your students make a bulletin-board size enlargement of this map. The bigger and more colorful your students make this map the more motivation it will provide. Other displays such as pictures on bulletin boards, exhibits of homesteading supplies, models of covered wagons, or maps of the old West—all these will also increase student interest.

Teaching Tip →

You should begin making arrangements early to gather necessary encyclopedias, books, etc.

2. Study the Student Guide, which contains student materials and student directions. Then return to this Teacher Guide and study its Daily Lesson Plans. Take special notice of Hours 7-10 concerned with a short research project.

3. Carefully study the options on page 6. Interact's simulations are designed with the expectation that creative teachers will adapt their teaching suggestions, not adopt them.

4. Duplicate the following:
   - PRETEST (2 copies per student)
   - WAGONMASTER'S RECORD FORM (8 copies—2 per wagon train)

Teaching Tip →

The Fate Cards are found at the end of Daily Lesson Plans for Hours 5-14

Fate Cards

1. Beginning Hour 5 and then during each hour of the simulation, you will read Fate Cards to simulate events that might occur along the trail. These Fate Cards are intended to incorporate into the simulation events and facts which are important but are not covered by one of the diary entries or one of the trail decisions. These Fate Cards provide realism and add excitement to the simulation.

2. These Fate Cards fall into three categories: those that apply to everyone; those that apply only to those wagon trains using certain trails; and those that apply only to specific identities. These Fate Cards are divided into four parts: where the action takes place, who is involved, what actually happens, and the fate of those involved.

3. Many Fate Cards have a chance factor, since these things did not happen to everyone or every wagon train. For example, not everyone was bitten by a rattlesnake on every wagon train, but a good chance existed that someone would be bitten before a train reached its destination. Once the where, who, and what of a Fate Card are all read, the students involved either receive the fate or have a chance to receive the fate. To simulate chance students

Teaching Tip →

You may dream up other ways to simulate fate.

may have to call a coin toss or pick a number or roll a die or try to pitch a checker or coin into a bucket. Any student who "loses," then has the event and fate happen to him.

4. As the simulation progresses, you may wish to add additional Fate Cards for various reasons: to meet unexpected needs, such as decisions not covered; to incorporate other events and material; to make a specific point, such as the cruelty of the desert or the importance of salt. These Fate Cards can be worked out in advance or you can make them up as you go along, depending on the kind of Fate Cards you desire.

5. Some Fate Cards require a student to analyze a problem, work out a solution, and write a research paragraph. The fate of the student should depend on whether he does an acceptable job on this assignment. Only you can fairly judge whether a given student has done an acceptable job on any given assignment. No attempt has been made to predetermine types of responses or quality of individual student work. Use your own judgment of what a certain student is capable of doing.

Energy Factor

1. At the beginning of the simulation, each wagon train is given an Energy Factor (EF) of 50.

2. This EF represents three things on the wagon train: the people's enthusiasm and ability to work; the wagons and their supplies; and, finally, the livestock the homesteaders are taking.

3. At the beginning, the people are healthy, their spirits are high, their animals are well fed and healthy, their wagons are in good repair, and the families have the maximum amount of supplies. As the trip progresses, however, supplies are used, people and animals get sick and some even die, wagons begin to fall apart, and the spirits of the people sometimes fall.

4. The wagon train's EF is intended to simulate all of these events. Certain fates that individuals and trains experience require that the wagon train's EF be reduced (e.g., if a man or woman dies, the train's EF is reduced by 3; if an oxen is lost, the EF falls by 1).

5. To see how the EF is used in the simulation, study the WAGONMASTER'S RECORD FORM. Notice that the EF is multiplied by the actual number of points the train's students earned to give the number of potential trail points that will move the train along The Hacker Trail.

Dividing existing wagon trains

1. At the beginning of the simulation, everyone is a member of one of four wagon trains. As the simulation progresses, a situation may arise when one or more wagon trains want to divide or unite. This division or uniting is possible but not recommended since it complicates the simulation and detracts from the realism of both the Fate Cards and the Trail Decisions.

2. If you decide, however, to allow a wagon train to divide or two or more to unite, follow these rules to insure the smoothest operation.
   a. Each new wagon train must have a wagonmaster.
   b. Divide each train's current EF evenly among all wagon train members. For example, if a wagon train's EF is 45 and has nine members, each member would take an EF of 5 to his new train.
   c. If two trains are joining together, simply add their EFs together to get the EF for the new, larger train.

Moving along the trail

1. Students use the 1-10 points they earn for each assignment to help move their trains along the trail.

2. No matter what the size of the train, the following schedule tells how many total points are necessary for a certain size wagon train to move one dot across The Hacker Trail map:

No. of members	Points	No. of members	Points
20-member train	680	10-member train	340
19-member train	650	9-member train	310
18-member train	610	8-member train	280
17-member train	580	7-member train	250
16-member train	540	6-member train	220
15-member train	510	5-member train	200
14-member train	470	4-member train	175
13-member train	440	3-member train	150
12-member train	410	2-member train	130
11-member train	370	1-member train	110

Turning back

1. There may be a time when a wagon train finds it necessary to turn around, go back to a junction, and take another trail.

2. Going backward is permitted and requires the same number of trail points to move each dot. Thus, if a wagon train were six dots past the Prairie Crossing junction on the Burial Grounds Trail and decided to turn around, it would have to earn enough points to move the six dots back to the junction before it started down the Cheyenne River Trail.

Using challenge projects

1. You will have some students who want or need additional work. The Student Guide has a page that lists challenge projects. Those listed are intended only to stimulate your students' imagination. You and your students can list additional projects, depending on interests, skills, and available materials.

2. Have your students work on these projects during free time inside or outside class. Grade these projects on a scale of 1-20. The grade points earned are added with any others that the student earns and thus help move his wagon train west.

3. Consider having a "campfire circle" if several students complete imaginative projects. Have the class form a large circle and allow students to present their projects to the whole class.

Selecting options

1. This simulation is meant to be a flexible teaching and learning environment which you and your students mold to your needs and interests. The lesson plans that follow provide only one route to follow. Different groups obviously have different needs, interests, and resources.

2. The following are just a few ways this simulation can be modified to meet these needs and to take advantage of your resources. You undoubtedly will think of other ways to change this simulation to better suit your class.
   - ***Option 1:*** Use only one or two of the trail decisions as a mini-unit or a decision-making lesson on frontier life.
   - ***Option 2:*** Use only the diary entries as part of a social studies/ language arts unit on frontier life.
   - ***Option 3:*** Place the students in groups of three or four and use only the selection of supplies. This would be an introduction to frontier life and a very good exercise in group decision-making.
   - ***Option 4:*** Spend additional time on the research skills and the writing of the research paper. This could include expanded lessons on note-taking and the various requirements involved in writing a longer research paper.
   - ***Option 5:*** Add additional Fate Cards to portray events and situations which you wish to emphasize.
   - ***Option 6:*** Add additional diary entries or trail decisions to stress facts, events, and situations you feel important to your class.
   - ***Option 7:*** Supplement the simulation with outside materials such as films, filmstrips, lectures, and field trips.

UNIT TIME CHART

This Unit Time Chart is intended as an example; alter as desired.

Week 1

Administer PRETEST Students read introduction; discuss wagon trains and the western movement 1	Place students in one of four wagon trains Assign identities Each wagon train select a wagonmaster 2	Wagon trains work on Wagon Supply List 3	Discuss The Hacker Trail map Students write Diary Entry 1: Moving West 4	Introduce Fate Cards Trail Decision 1; analyze possible actions Explain WAGONMASTER'S RECORD FORM 5

Week 2

Trail Decision 2: Prairie Crossing Begin reading Fate Cards 6	Introduce writing a research paper Students choose research topics and begin research Read Fate Cards 7	Students continue research Read Fate Cards 8	Students continue research Read Fate Cards 9	Students complete writing research papers Read Fate Cards 10

Week 3

Diary Entry 2: Flood at Cheyenne Crossing Read Fate Cards 11	Trail Decision 3 Read Fate Cards 12	Diary Entry 3: Devil's Flat Read Fate Cards 13	Trail Decision 4 Read Fate Cards 14	Have students retake PRETEST Conduct evaluation and debriefing 15

DAILY LESSON PLANS - 1

Hour 1

Objectives

1. The student will take a PRETEST over material to be covered during PIONEERS.
2. The student will read the Introduction in the Student Guide and participate in a class discussion concerning the westward movement and the simulation.

Materials

1. PRETEST (class set)
2. Student Guides (class set)

Procedure

1. Pass out the PRETEST and allow the students approximately 10 minutes to complete them. Collect the tests, correct later, and file for use during the final evaluation period. Answer Key: 1. c, 2. c, 3. b, 4. a, 5. d, 6. b, 7. a, 8. c, 9. d, 10. a, 11. d, 12. c, 13. b, 14. b, 15. d. The following eight items should be circled: rope, water, salt, flour, rifle, Dutch oven, pinto beans, dried meat.
2. Give students the Student Guide and have them read the Introduction. If you have a low-ability reading group, you may want to read the Introduction together and discuss it as you read.
3. Then hold a class discussion of the material covered in the Introduction and related material you have available for motivation and background. During this discussion you cannot hope to cover the entire history of wagon trains; nor can you answer all questions bothering students. Tell them that their questions will be answered as the simulation progresses. Among the topics you might briefly cover are:
   a. the unknown factors—broken wagon wheels, lost trails, prairie fires, etc.
   b. the problem of disease—small pox, measles—and other maladies—fevers, broken bones (the fact that medical knowledge and facilities at the time were nothing like today)
   c. the variety of land that these people crossed—prairie, mountains, valleys, deserts
   d. the contacts with Indians, both friendly and hostile
   e. the importance of weather—floods, drought, blizzards, dust storms, avalanches, extreme heat
   f. the contact with animals—snakes, scorpions, buffalo, etc.

DAILY LESSON PLANS - 2

Hour 2

Objectives

1. The students will be divided into four wagon train groups.
2. Each student will receive an identity as a member of one of the wagon trains.
3. The student will participate in a short class discussion about the type of people who went west as homesteaders.
4. Each wagon train group will select a wagonmaster.

Materials

1. Student Guide, pages 4-5, Family Identities.

Procedure

1. Divide the class into four equal groups, each representing one wagon train. The method you use for this division depends upon you and your class. The scoring procedure will even out any differences in the number of students on each wagon train. If you have more than 36 students, make five wagon trains and reuse the Wagon Train 1 identities.
2. Once the students are members of a wagon train, assign them or allow them to choose one of the family group identities on that wagon train. If you have only eight members on a wagon train, allow them to choose from only the first eight identities; if there are only seven on the wagon train, they should choose from only the first seven identities. (This is because the identities in each wagon train have been balanced against those in other wagon trains and certain lower-numbered identities are directly related to Fate Cards which will be selected later.)
3. Briefly discuss the role of the wagonmaster on a wagon train and then have each wagon train select its wagonmaster and an assistant if members feel they need one. Among the wagonmaster's duties in this simulation are:
   a. The wagonmaster is the wagon train's scorekeeper.
   b. The wagonmaster is the wagon train's leader and spokesman.
   c. The wagonmaster must see that all persons on his wagon train are doing their fair share of the work. Remember that work not turned in, late work, and poorly done work all slow the whole wagon train down.
   d. The wagonmaster is in charge of the wagon train meetings which will be held several times during the simulation.
   e. The wagonmaster has the authority to delegate his responsibilities, but he must be extremely careful to delegate them to persons who will carry out his wishes since the progress of the wagon train is entirely his responsibility.

4. For the remainder of the hour discuss the people who settled the West. Among the topics that you might cover are:
   a. who actually went west
   b. what type of person it took to pack his family and all their possessions into a wagon and travel four to six months across a wild, unknown continent looking for a new home
   c. what these people were looking for
   d. what they actually found in the West
   e. how they changed the West and how the West changed them

Hour 3

Objectives

1. The student will examine and discuss a list of supplies that an early homesteader might have taken west.
2. The student will select those supplies that he actually plans to take with him and list them on his Wagon Supply List.

Materials

1. Student Guide, pages 6-8, Available Supply List and Wagon Supply List

Procedure

1. Have students examine the Available Supply List and discuss the items in a wagon train meeting. Among the areas to discuss:
   a. what the item is
   b. how the item would be useful on the trail, at the homestead or both
   c. the relative importance of each item
   d. the bulk weight units of each item
2. Go over the directions on the Available Supply List and the Wagon Supply List. Insure that all students understand what is expected from them.
3. Allow students to begin making their selections and filling out columns 1A and 2A of their Wagon Supply Lists. As the students work, circulate around the class to make sure that all students understand what to do.
4. Since finishing the Wagon Supply List in 10 minutes is impossible, have students complete this at home before the next hour. Encourage them to discuss the assignment with their parents, older brothers and sisters, and other adults. Not only will this provide them with necessary help in selecting their supplies, but it will also involve the parents in the students' work.

DAILY LESSON PLANS - 4

Hour 4

Objectives

1. The student will examine the map of the various routes and participate in a brief discussion of the map and its possible routes.
2. The student will complete Diary Entry 1: Moving West.

Materials

1. The large bulletin board map of The Hacker Trail.
2. Student Guide, page 9, Diary Entry 1: Moving West.

Procedure

1. Discuss with students the large bulletin board map you made earlier. The students will find their own copy of this map on page 24 in the Student Guide. Among the topics for discussion:
   a. Who else beside guides might have made such early maps?
   b. How accurate is this map? (Tell students that most of the guides seem to agree as to the general accuracy of Hacker's map; however, there are some disagreements. Point out the Salt Flats Trail, which is incomplete on the map. Explain that two different guides disagree violently as to where the trail goes and how safe it is. One guide claims it is a safe shortcut around Massacre Canyon; the other guide says it is a death trap leading into a vast desert.)
   c. Explain that the distances on the map are relative and only correspond to the dots which are related to the points they earn.
   d. Also explain that the map represents no actual route west; rather it is a combination of areas crossed by several western trails.
2. Read together the situation for Diary Entry 1: Moving West. Briefly answer any questions that arise.
3. Read together Diary Entry 1: Moving West. Instruct students that they have approximately 30 minutes to write their diary entry. Remind them that this is the first assignment that will actually earn points which will move their wagons out of Fort Independence.
4. Collect and grade the diary entries on the basis of their originality and how well students incorporated requested material. This assignment and all other student assignments in the simulation should be graded on a scale of 1-10, with 10 being the highest grade. Normal progress of a wagon train is based on the average student receiving a 6 or 7 on each assignment and several students doing a Challenge Project sometime during the simulation.

DAILY LESSON PLANS - 5

Hour 5

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The students will review the scoring procedure and examine the WAGONMASTER'S RECORD FORM.
3. The student will read Trail Decision 1.
4. The student will examine the four possible actions for Trail Decision 1.
5. The student will write an analysis of each of the four possible actions.
6. The student will choose the action he believes will best solve the problem outlined in Trail Decision 1.
7. Each wagon train will meet and decide what action it will take to meet the problem.

Materials

1. Student Guide, pages 10-11, Trail Decision 1
2. WAGONMASTER'S RECORD FORM (2 copies for each wagon train)

Procedure

1. Review the scoring procedures with the students. Each assignment gets a numerical grade. The wagonmaster adds up all points earned each day and multiplies this total times the wagon train's current Energy Factor (EF). The Delay Points (DP) are then subtracted from this total, which then gives the wagon train's actual points earned for the day. (Before explaining how many points it takes to move each dot on the map, see Moving Along The Trail on page 5.)
2. Have each wagonmaster fill in his wagon train's names on his WAGONMASTER'S RECORD FORM. Return each student's evaluated Diary Entry 1 and have wagonmasters fill out their record forms.
3. *Optional:* Consider having each wagonmaster assign a wagon train member to take a second copy of this record form and post it on the bulletin board. Each wagon train's record could then be examined daily by other students.
4. Each day for the remainder of the simulation you will read Fate Cards to simulate events that might occur along the trail west. These Fate Cards are extremely important if you wish PIONEERS to be a realistic simulation. Students enjoy them because of anticipation and excitement. Before each hour begins, review the Fate Cards that will appear during that hour. This will give you an idea of where things are going and will allow you to be a step ahead of the students. If you wish, add additional Fate Cards of your own

to further increase your control of events and to simulate additional happenings along the trail.

5. Read Hour 5's Fate Cards #1-#2 and have wagonmasters calculate the consequences.
6. Introduce trail decisions. They provide students with an opportunity to make creative decisions. They are also intended to teach listening and note-taking skills. The situation and possible actions are given for Trail Decision 1. (The remainder of the Trail Decisions you will read and require students to take notes.)
7. Have students read the situation for Trail Decision 1. Briefly answer any questions.
8. Read directions #1-#2 for Trail Decision 1. Emphasize the 5 Ws. Ask if students understand what they are to do.
9. Have the students fill in the 5 W's boxes on page 10.
10. Read directions #3-#7 on the Trail Decision 1 sheet. Once students understand, have them fill in the boxes on page 11.
11. After all members have filled out their Trail Decision sheets, the wagonmaster calls a meeting and the members choose the best possible action to solve the problem facing them.
12. The wagonmaster writes a short paragraph—or assigns someone to write the paragraph—explaining what the wagon train has decided to do.
13. Collect and grade the Trail Decision 1 page.
14. Read Fate Cards #3-#4.

Fate Card 1

- ***Where:*** Just west of Ft. Independence
- ***Who:*** Everyone
- ***What:*** You have already learned that water is vital for the survival of you and your animals. Since this spring has been extremely dry, the water you have brought with you has become crucially important. Searching and collecting water along the trail is risky and time consuming.
- ***Fate:*** For each wagon without any water barrels lose 1 EF. For each wagon with only one barrel subtract 200 DPs.

Fate Card 2

- ***Where:*** West of Fort Independence
- ***Who:*** Everyone
- ***What:*** If you did not bring along firewood, you must spend time during the day searching for wood, bushes, and buffalo chips since the prairie has very few trees. This takes time and delays your wagon train.
- ***Fate:*** For each wagon without firewood subtract 200 DPs.

Fate Card 3

- ***Where:*** Just east of Prairie Wells
- ***Who:*** Everyone

- ***What:*** Because last night one of the members of your wagon train failed to make his family fire in a trench, embers blew out and started a prairie fire. You and the other members of the wagon train spent all night and most of today fighting the fire.
- ***Fate:*** Call a coin toss. If you lose, subtract 600 DPs.

Fate Card 4

- ***Where:*** West of Prairie Wells
- ***Who:*** Identity 9 on each wagon train
- ***What:*** Your oxen ate loco weed and are too sick to travel this morning.
- ***Fate:*** Call a coin toss. If you lose, subtract 500 DPs.

Hour 6

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will listen and take notes on the situation and possible actions of Trail Decision 2.
3. The student will write an analysis of each of the four possible actions.
4. The student will determine what he believes to be the best course of action to take and will write it down.
5. The members of each wagon train will meet together to decide on a course of action for the entire wagon train to follow.

Materials

1. Student Guide, pages 12-13, Trail Decision 2.

Procedure

1. Hand back the evaluated copies of Trail Decision 1. Have the wagonmasters record the grades on the WAGONMASTER'S RECORD FORM.
2. Use Fate Cards #5-#9.
3. Have the students turn to Trail Decision 2 and read the directions at the top of page 12.
4. Slowly read Trail Decision 2 aloud to your students. They should take notes as you read. If you feel it is necessary, reread it.

Read or Tell

Trail Decision 2: Prairie Crossing

Situation: Tomorrow you will cross the Sand Flats River and begin the second part of your trek west. Tonight, after a month on the trail, you are celebrating your safe arrival at Prairie Crossing and making plans for the next part of your journey. As the guide has informed you, tonight the wagon train has a very important decision to make. As soon as you cross the river, the trail splits. As the map shows, both trails lead to Cheyenne Crossing. The Burial Grounds Trail is

shorter and leads almost directly from Prairie Crossing to Cheyenne Crossing. Since time is so important to you, this trail seems to be the better choice. The guide, however, has told you that it might not be safe. The trail crosses a sacred Indian burial ground and once on the trail there is no way to get around these burial grounds. The guide also informs you that several previous wagon trains have been attacked near these burial grounds. This trail is also very dry, and since there is a general lack of water this spring, finding water might become a serious problem. The Cheyenne River Trail heads south along the Sand Flats River, cuts across to the Cheyenne River, and follows it upstream to Cheyenne Crossing. This trail is almost twice as long as the Indian Burial Grounds Trail but there is plenty of water and less chance of attack by unfriendly Indians.

5. Once students have finished their notes, have them turn to the next page and read the directions.
6. Now read these possible actions:
   a. You can decide that time is very critical and you will take a chance on the Burial Grounds Trail.
   b. You can decide to play it safe and take the Cheyenne River Trail.
   c. You can split your wagon train in half and send half on each trail.
   d. You can send several scouts ahead on the Burial Grounds Trail to check on water supplies and Indian activity. While they are gone, you must wait at Prairie Crossing.
7. Have students write their analysis of each possible action and write what they consider to be the best possible action.
8. Have each wagon train meet and decide what action it will take to solve the problem of which trail to take. Have each wagon train write its decision and hand it in before the end of the hour.
9. Use Fate Cards #10-#12.

Fate Card 5

- ***Where:*** Prairie Wells
- ***Who:*** Everyone
- ***What:*** You are now beginning to see the need for a rifle. It is an all-purpose weapon to a settler. Its used for hunting, fighting, and protection.
- ***Fate:*** For each wagon without a rifle subtract 1 EF.

Fate Card 6

- ***Where:*** Prairie Wells
- ***Who:*** Those that decided to buy the water and share it.
- ***What:*** No longer having the money that you spent on water could become important later when supplies are running low, when you need to pay Indians for crossing their land, or when you need other things. Buying water could also mean the difference between making it to Prairie Crossing and not making it.

- ***Fate:*** Roll a die and change your fate accordingly: 1 = no change, 2 = +1 EF; 3 -1 EF, 4 = no change, 5 = -3 EF, 6 = +2 EF.

Fate Card 7

- ***Where:*** Prairie Wells
- ***Who:*** Those who decided to buy water and share it only with those who helped buy it.
- ***What:*** Because of a lack of water along the trail west of Prairie Wells, much of your livestock becomes weak and some die.
- ***Fate:*** Flip a coin four times. Each time you fail to call it correctly you lose one head of livestock and 1 EF.

Fate Card 8

- ***Where:*** Prairie Wells
- ***Who:*** Those who decided to go on without water.
- ***What:*** Because of a lack of water on the trail between here and Prairie Crossing, much of your livestock is weak, ill, and dying.
- ***Fate:*** Flip a coin seven times and for each toss you fail to call correctly subtract 1 EF.

Fate Card 9

- ***Where:*** Prairie Wells
- ***Who:*** Those who decided to fight.
- ***What:*** As you sneak up on the wells in the middle of the night, the guards see you and a fight breaks out.
- ***Fate:*** You finally capture the wells and take the water but at a cost. Flip a coin five times and for each incorrect call you lose one man in the fight. For each man lost subtract 1 EF.

Fate Card 10

- ***Where:*** West of Prairie Wells
- ***Who:*** Everyone
- ***What:*** The iron rims on your wheels keep slipping off due to the heat that has been shrinking the green wood in the wheels. You must stop and repair them.
- ***Fate:*** Each person stands 12-15 feet from the wall and pitches a checker or coin as close to the wall as possible. For each wagon train member's checker/coin that is 6-12 inches from the wall the wagon train subtracts 100 DPs. For any checker/coin more than 12 inches from the wall the wagon train loses 200 DPs.

Fate Card 11

- ***Where:*** West of Prairie Wells
- ***Who:*** Each wagon train
- ***What:*** Sagebrush three feet high and growing as thick as hair on a hog's back has clogged up the trail and your wagons could not pass. You must stop and clear the trail.

- ***Fate:*** Each wagonmaster must call a coin toss. If he calls it incorrectly, this fate affects his wagon train and he must subtract 200 DPs.

Fate Card 12

- ***Where:*** Just east of Prairie Crossing
- ***Who:*** Identity 4 on each wagon train
- ***What:*** Your wife fell into the fire last night while cooking dinner. She fell over a stone and landed in the fire, burning both of her hands.
- ***Fate:*** Toss a coin. An incorrect call results in this fate and the loss of 1 EF.

Hour 7

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will read about and discuss the writing of a research paper.
3. The student will select his topic for a research paper.
4. The student will begin his research for his paper.

Materials

1. Student Guide, pages 14-15, Writing a Research Paper; page 16, Your Research Paper
2. At least two and preferably four sets of encyclopedias and as many books related to the research topics as you can find
3. 10-15 lined 3"x5" note cards for each student

Procedure

1. Return the Trail Decision 2s and have wagonmasters' record grades.
2. Use Fate Cards #13-#16.
3. Have the students read Writing a Research Paper.
4. Have a class discussion on research papers. Among the topics to cover:
   a. avoiding plagiarism
   b. making the paper an original work
   c. the 5 Ws—who, what, when, where, and why
   d. how to take notes and why.
5. Have the class read the short research paper on George Washington, page 15, in the Student Guide or read it with them. Then briefly answer questions about the paper.
6. Have students read Your Research Paper in the Student Guide. Then help everyone select a research topic. Have students start research in the encyclopedias and available books.
7. Work with individual students to find materials, write note cards, etc.

Fate Card 13

- ***Where:*** Prairie Crossing
- ***Who:*** Those who decided to send out scouts on the Burial Grounds Trail
- ***What:*** The scouts take four days to reach the Indian Burial Grounds area. They found little water along the way. Once they arrived in the area they were surprised by a small band of Indians and they barely escaped with their lives. They warn against taking the trail.
- ***Fate:*** For the time lost in sending out the scouts subtract 2000 DPs. You must now make a decision on which trail you are going to take.

Fate Card 14

- ***Where:*** Prairie Crossing
- ***Who:*** Those who decided to split their wagon train
- ***What:*** If you decided to divide your wagon train and send some wagons on each trail, you must now divide your group and form two wagon trains, each with its own wagonmaster.
- ***Fate:*** Your EF must be divided between the two new wagon trains. (See Dividing Existing Wagon Trains on page 5 for Fate Card rules.)

Fate Card 15

- ***Where:*** Cheyenne River Trail
- ***Who:*** Identity 6 on all wagon trains on this trail
- ***What:*** Your wife was bitten by a rattlesnake at noon today. To help her you must do a research paragraph (50-100 words), with source indicated, on rattlesnakes and how to treat her bite. Your fate will be read during the next hour of play.
- ***Fate:*** Acceptable paragraph turned in, subtract 100 DPs; unacceptable paragraph turned in, subtract 200 DPs; no paragraph turned in, 200 DPs and a coin call and flip. If incorrectly called, your wife dies and the wagon train must subtract 3 EFs.

Fate Card 16

- ***Where:*** Burial Grounds Trail
- ***Who:*** All wagon trains on the Burial Grounds Trail
- ***What:*** When your wagon train arrives for overnight camping, you find that grazing buffalo have clipped the prairie grass clean for miles around. If you are carrying no extra feed for your animals, they will become weak and unable to perform well.
- ***Fate:*** For each wagon without extra animal feed subtract 30 DPs.

Hour 8

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will continue to do research for his research paper.

Materials

1. Books and encyclopedias for researching.
2. Note cards

Procedure

1. Read Fate Cards #17-#21.
2. Each student should work on his/her individual research and should take notes on the note cards.
3. Assist students in finding materials and writing correct note cards.
4. At the end of the hour collect the note cards and grade them.
5. *Options:* If you have chosen to extend the research period, allow additional research time at this point. Students who finish their research earlier or who wish to work outside class can work on Challenge Projects. (See comments on Challenge Projects on page 6.)

Fate Card 17

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identity 6 on all wagon trains on the Burial Grounds Trail
- ***What:*** Your wife was bitten by a rattlesnake as she walked along the trail this morning. To help her you must do a research paragraph of 50-100 words, including sources, on rattlesnakes and what to do about her bite. Your fate will be read next hour.
- ***Fate:*** Acceptable paragraph turned in, subtract 100 DPs; unacceptable paragraph turned in, subtract 200 DPs; no paragraph turned in, 200 DPs and a coin call and flip. If incorrectly called, your wife dies and the wagon train must subtract 3 EFs.

Fate Card 18

- ***Where:*** Burial Grounds Trail
- ***Who:*** All wagon trains on the Burial Grounds Trail
- ***What:*** The wagon train's dogs have been running wild over the prairie at night, howling and chasing coyotes and other animals. A number of people are complaining that the dogs are keeping them awake. Several people have said they will shoot the next dog that howls tonight. You must have a brief wagon train meeting before the end of the hour to determine how to solve this problem. Fate will be read after you turn your solution in.

- ***Fate:*** Acceptable solution turned in, continue without delay; less satisfactory solution turned in, subtract 1000 DPs; no solution turned in, subtract 4000 DPs.

Fate Card 19

- ***Where:*** Cheyenne River Trail
- ***Who:*** Identity 2 on all wagon trains on the Cheyenne River Trail
- ***What:*** Your daughter fell off the wagon seat; the wheel rolled over her leg and broke it severely. It will be a number of weeks before she will be of any use to you along the trail.
- ***Fate:*** Pitch a coin or checker into a waste basket from 20 feet and your child is not injured. Otherwise you must subtract 1 EF.

Fate Card 20

- ***Where:*** Cheyenne River Trail
- ***Who:*** All wagon trains on the trail
- ***What:*** Indians have stopped your wagon train demanding payment for passing through their land. One of your scouts tells you that these Indians are from much farther north and probably do not control this area. You must have a wagon train meeting before the end of the hour and decide what to do. Your fate will be read at the end of the hour when you hand in your written decision.
- ***Fate:*** Accept demands of Indians, lost supplies reduce your EF by 2; refuse the Indian demands, flip a coin twice. If you are unable to call either toss correctly the Indians attack and kill one man and one child with a loss of 3 EFs for the man and 1 EF for the child.

Fate Card 21

- ***Where:*** Burial Grounds Trail
- ***Who:*** All wagon trains on the Burial Grounds Trail
- ***What:*** A group of 20 Indian warriors ride up and angrily demand that you turn back. They claim that the last wagon train that came this way brought a disease that killed many of the tribe. They tell you to go no farther north or you will all be killed.
- ***Fate:*** Call and flip a coin. If incorrectly called, this fate is yours. You must make a decision whether to turn around or continue on. Your fate will be read once you have turned in your written decision. Decision to turn back: you must follow dots back at normal rate; decision to continue: no immediate consequences.

Hour 9

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will organize his note cards and begin to write his research paper.

DAILY LESSON PLANS - 14

Materials

1. Student Guide, page 16, Your Research Paper

Procedure

1. Return the graded note cards and have the wagonmasters record the grades.
2. Hold a brief discussion on the note cards. Bring out good points and points students need to work on.
3. Read Fate Cards #22-#25
4. Review Step #8 on Your Research Paper in the Student Guide.
5. Have the students organize their material in the order it will appear in their final paper. *Option:* Have the students outline their paper before they begin their writing.
6. Once they are organized, the students should begin writing their research papers.
7. Read Fate Cards #26-#28.

Fate Card 22

- ***Where:*** West of Prairie Crossing
- ***Who:*** All wagon trains
- ***What:*** Persons who did not bring extra livestock are getting tired of standing night guard and collecting strays. You must have a brief wagon train meeting and decide how to solve this problem. Turn in a written decision before the end of the hour. Your fate will be read next hour.
- ***Fate:*** Acceptable decision turned in, continue with no delay; unacceptable decision turned in, subtract 400 DPs; no decision turned in, subtract 800 DPs.

Fate Card 23

- ***Where:*** Cheyenne River Trail
- ***Who:*** Identity 1 on all wagon trains on the Cheyenne River Trail
- ***What:*** Your wife and youngest child wandered off while picking wildflowers. It is noon time and you suddenly realize that they are missing. You and a number of other men must take the afternoon to go looking for them.
- ***Fate:*** Stand 15 feet from your teacher's chair and flip a coin or checker onto the chair seat. If it stays, you avoid the fate; otherwise your wagon train must subtract 300 DPs for the time lost.

Fate Card 24

- ***Where:*** Burial Grounds Trail
- ***Who:*** All homesteaders traveling the Burial Grounds Trail
- ***What:*** Indians robbed your encampment last night, taking two head of your livestock.

- ***Fate:*** From 20 feet pitch checkers or coins at a wall. Each person whose checker/coin is more than 10 inches from the wall loses one head of livestock—you choose the livestock lost. For each animal lost subtract the following: oxen, 2 EF; mules, 1 EF; cows, 1 EF; horses, 1 EF; goats, 1 EF.

Fate Card 25

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identity 7 on all wagon trains on the Burial Grounds Trail
- ***What:*** A scorpion gets into your shoe in the middle of the night. When you put on your boot, the scorpion bites you. You must do a research paragraph on scorpions and what you should do about the bite. Turn this paragraph in before next hour and your fate will be read at the end of next hour.
- ***Fate:*** Acceptable assignment turned in, subtract 200 DPs; unacceptable assignment turned in, subtract 600 DPs; no assignment turned in, subtract 1000 DPs.

Fate Card 26

- ***Where:*** Burial Grounds Trail
- ***Who:*** All wagon trains on the Burial Grounds Trail
- ***What:*** Everyone is running low on water and the only water near tonight's camp is dirty, stagnant, and full of little larva. Everyone must write a paragraph before next hour telling what he/she plans to do about this water problem. Your fate will be read once the written paragraphs have been read.
- ***Fate:*** Successful solutions to problem would be boiling water or having enough because you have at least two water barrels, no delay; unsuccessful solutions would be going on without any water or drinking it the way it is, delay of 200 DPs for each person with unsuccessful solution; no solution handed in, subtract 400 DPs for each person failing to turn in an assignment.

Fate Card 27

- ***Where:*** Both Cheyenne River Trail and Burial Grounds Trail
- ***Who:*** Identities 6 and 8 on all wagon trains
- ***What:*** You have been traveling for a number of weeks and the shoes on your horses and mules have worn down to the point that they must be shod before you continue. This means stopping on the trail for a half day.
- ***Fate:*** Each person calls a coin toss. Those failing to correctly call the toss suffer this fate and must subtract 200 DPs.

Fate Card 28

- ***Where:*** Burial Grounds Trail
- ***Who:*** All wagon trains on Burial Grounds Trail

- ***What:*** You are being followed by a large band of Indians. Your guide and scouts have decided that these Indians plan to attack. Therefore, your wagonmaster has ordered all wagons lightened so you can make a run for it. He hopes that you will get close enough to Cheyenne Crossing that the Indians will be afraid to attack.
- ***Fate:*** Before next hour you must lighten your wagon to a maximum of 800 BWUs. To lighten your load make checkmarks by those items on your Wagon Supply List that you are leaving behind. Fill in Columns 1B and 2B of the Wagon Supply Lists. Write this heading at the top of Columns 1B and 2B: Where Left on The Trail. Fill in Columns 1B and 2B by merely writing where they were on the trail when they had to leave the item. Thus, if a musical traveler took a piano along but now he is dumping it near the Indian Burial Grounds, he would write "near Burial Grounds" and "100" in Column 1B on the same line opposite the 1A line where he wrote "piano" and "100" at the beginning of the simulation. Each wagon on your wagon train loses 1 EF. Anyone who has not completed the reduction by the next hour costs the wagon train an additional 300 DPs.

Hour 10

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will complete the writing of his/her research paper.

Materials

No additional materials are needed for this hour.

Teaching Tip

If you are spending more time on the research papers, plan accordingly.

Procedure

1. Read Fate Cards #29-#30.
2. Students should finish writing their research papers, which are due at the end of the hour.
3. Students who finish early should work on Challenge Projects.
4. Collect all the research papers and grade them on a higher scale—possibly 1-20.
5. Read Fate Cards #31-#37.

Fate Card 29

- ***Where:*** Cheyenne River Trail
- ***Who:*** Certain wagon trains on the Cheyenne River Trail
- ***What:*** After choosing this trail because it was safe from hostile Indians, the ultimate disaster took place today. Three young men from your wagon train are known as the "hot heads." They are fast with guns, fists, and mouths. Late this afternoon they rode into camp with the scalps of three Indians. The three had spotted a small

hunting party from a nearby Indian village. They tracked the Indians down, then killed and scalped three of the hunters. You must have a wagon train meeting to decide what to do about these men before hostilities break out. (The wagonmasters for each train must now call out different numbers between 1-6. Then you roll a die. If one wagon train's number comes up, this wagon train suffers this fate and must have a wagon train meeting to decide what to do about the situation. The decision must be handed in writing before the end of the hour. The wagon train's fate will be read at the beginning of Hour 11.)

- ***Fate:*** Acceptable solution turned in, delay 400 DPs and then continue; unacceptable solution turned in, delay 1000 DPs; no solution turned in, Indians attack and you lose two men losing 6 EFs.

Fate Card 30

- ***Where:*** Cheyenne River Trail
- ***Who:*** All wagons on the Cheyenne River Trail
- ***What:*** You have been out for several months and you have been using a lot of your food and some of your other supplies. Food is beginning to run short on many wagons. If you did not bring enough food to reach Fort Choice where there are some limited supplies, you will become weak and have a greater chance of getting sick and slowing down your wagon train.
- ***Fate:*** For each wagon not carrying the following supplies, reduce your EF as indicated.
  —no sugar, 1 EF
  —no dried meat, 1 EF
  —no pinto beans, 2 EFs
  —no flour, 1 EF
  —no salt, 2 EFs

Fate Card 31

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identities 1 and 9 on all wagon trains on the Burial Grounds Trail
- ***What:*** You and your companions have been attempting to outrun the Indians who have taken up the chase. It is almost dusk and you all realize that you will not be close enough to Cheyenne Crossing for help. So the decision has been made to stop, circle the wagons, and hope you can successfully defend yourselves against any attack that might occur. Suddenly the fight begins at dawn with more than 30 warriors attacking your wagon train. During the ensuing fight you are struck by an arrow in the right arm. For the next two hours of the simulation you must wear your right arm in a sling. (Yes, even if you are right-handed and that is your writing arm!)

- ***Fate:*** Stand 10 feet from a wastebasket with your back toward the basket. You have two chances to toss a coin or checker into the wastebasket. If you fail to do so, this fate is yours and the wagon train must subtract 250 DPs because of the time spent helping you.

Fate Card 32

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identities 2 and 7 on all wagon trains on the Burial Grounds Trail
- ***What:*** During the Indian attack your spouse is shot and killed by an Indian arrow.
- ***Fate:*** An incorrect call of a coin toss earns you this fate and your spouse dies. The wagon train's EF is decreased by 1.

Fate Card 33

- ***Where:*** Burial Grounds Trail
- ***Who:*** Everyone on the Burial Grounds Trail
- ***What:*** During the Indian attack, three of your livestock were run off and lost.
- ***Fate:*** From 20 feet members of each wagon train pitch coins/checkers at a wall. Each person whose coin/checker is more than 10 inches from the wall loses one head of livestock. Subtract the following for each animal lost: ox, 2 EFs; mule, 1 EF; cow, 1 EF; horse, 1 EF; goat, 1 EF.

Fate Card 34

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identity 4 on all wagon trains on the Burial Grounds Trail
- ***What:*** During the Indian attack your oldest child was shot and killed.
- ***Fate:*** An incorrect call of a coin toss will earn you this fate and you must subtract 1 EF from your wagon train's total.

Fate Card 35

- ***Where:*** Burial Grounds Trail
- ***Who:*** Identity 3 on all wagon trains on the Burial Grounds Trail
- ***What:*** During the Indian attack your wagon was struck by a flaming arrow and it burned. You lost your wagon and all of your supplies.
- ***Fate:*** Pick a number between 1-6. Roll a die. If your number comes up, this is your fate. Your wagon train must subtract 2 EFs for the loss of your wagon and 1 EF for the loss of your supplies. For the remainder of the trip you must find another family that will allow your family to ride with them.

Fate Card 36

- ***Where:*** Just east of Cheyenne Crossing on the Cheyenne River Trail
- ***Who:*** Identity 2 on all wagon trains on the Cheyenne River Trail

- ***What:*** Heavy rains began falling several days ago and still have not let up. Your youngest child was soaked the other night when your wagon leaked. He/she caught pneumonia and died early this morning.
- ***Fate:*** From 15 feet you must flip a checker or coin into a wastebasket. The coin/checker must be placed on your thumbnail before you flip it. If you fail, you receive this fate and your wagon train loses 1 EF and must delay 400 DPs for the funeral.

Fate Card 37

- ***Where:*** East of Cheyenne Crossing on both trails
- ***Who:*** Identity 7 on all wagon trains
- ***What:*** Rain has fallen for seven days. The trail has become an impassable, gummy mass. Your wagon is bogged down and must be pulled out before you and the wagons behind you can proceed.
- ***Fate:*** An incorrect guess on a coin toss means this is your fate and your wagon train must subtract 300 DPs for the time lost.

Hour 11

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The students will discuss and evaluate the research paper assignment.
3. The students will complete Diary Entry 2: Flood at Cheyenne Crossing.

Materials

1. Student Guide, page 18, Diary Entry 2: Flood at Cheyenne Crossing

Procedure

1. Hand back the research papers and have wagonmasters record the grades.
2. Discuss the research papers with the class. You may want to read one or two capable examples. Discuss what the authors did and how they worked through each step. Get student feedback concerning their papers—what they learned from the assignment and what they thought of the assignment.
3. Read Fate Cards #38-#40.
4. Have students read the situation for Diary Entry 2 in their Guides. Briefly answer questions.
5. Have students read the entry information and then write their diary entries.
6. Read Fate Cards #41-#44.
7. Collect and evaluate Diary Entry 2.

Read or Tell

Fate Card 38

- ***Where:*** Cheyenne Crossing
- ***Who:*** Everyone
- ***What:*** Because of the high rushing river, your guide has decided to delay the crossing for several days in hopes that the water level will fall. But three days pass, the rains continue and the river rushes on.
- ***Fate:*** Each wagon train must subtract 1000 DPs for the time lost waiting at Cheyenne Crossing.

Fate Card 39

- ***Where:*** Cheyenne Crossing
- ***Who:*** Everyone
- ***What:*** Since the rains have not stopped and since the river may not be down for several weeks, the decision has been made that no more time can be wasted and you must cross the river today. The guide has informed you that your wagons are all too heavy and will sink unless they are lightened.
- ***Fate:*** The order is given to everyone to lighten wagons to 650 BWUs. Fill in Columns 1B and 2B on your Wagon Supply List. Show what you are leaving behind.

Fate Card 40

- ***Where:*** Cheyenne Crossing
- ***Who:*** Everyone
- ***What:*** As you prepare for the crossing, you suddenly realize the importance of rope. Without enough rope you cannot safely guide the wagons and pull them across the river.
- ***Fate:*** If your wagon train is not carrying seven or more ropes, your wagon train loses 1 EF.

Fate Card 41

- ***Where:*** Cheyenne Crossing
- ***Who:*** Identity 4 on all wagon trains
- ***What:*** Your oldest son fell off the wagon and drowned in the fast-moving river while you attempted to cross.
- ***Fate:*** Pick two numbers between 1-6. Roll a die. If either of your numbers comes up, this fate happens to you and your wagon train loses 1 EF.

Fate Card 42

- ***Where:*** Cheyenne Crossing
- ***Who:*** Identity 3 on all wagon trains
- ***What:*** One of your draft animals drowns in the river while you cross. Your wagon is almost lost, but friends rush to your aid and help you save it.
- ***Fate:*** Toss a coin. If your call is incorrect this is your fate and your wagon train loses 1 EF.

Fate Card 43

- ***Where:*** Cheyenne Crossing
- ***Who:*** Identity 2 on all wagon trains
- ***What:*** A large tree, rushing down the river, smashes into your wagon and crushes it in the raging water. You manage to hold on to the lifeline but your wagon, your supplies, and your draft animals are all lost.
- ***Fate:*** Stand 25 feet from a wastebasket. If you can toss a coin/checker into it in any of three tries, you avoid this fate; otherwise, your wagon train loses 3 EFs for the lost wagon, supplies, and animals. You must find another wagon on which to ride for the remainder of the trip.

Fate Card 44

- ***Where:*** Cheyenne Crossing
- ***Who:*** Identity 1 on all wagon trains
- ***What:*** Your wagon swamps in midstream. You manage to get it across, but you lost 60 BWUs of supplies, including all your flour and salt.
- ***Fate:*** If you do not call a coin toss correctly, this is your fate. Fill in Columns 1B and 2B to show lost supplies—including all flour and salt.

Hour 12

Objectives

1. Fate Cards will be read to simulate events that might occur along the trail.
2. The student will take notes on Trail Decision 3.
3. The student will take notes on the four Possible Actions for Trail Decision 3.
4. The student will write an analysis for each of the four actions.
5. The student will choose the action he believes will best solve the problem outlined in Trail Decision 3.
6. Each wagon train will meet and decide what action it will take to meet the problem.

Materials

1. Student Guide, pages 19-20, Trail Decision 3

Procedure

1. Hand back Diary Entry 2. Have the wagonmasters record the scores.
2. Read Fate Cards #45-#46.
3. Read the following Trail Decision 3 to students. Have them take notes in their Student Guides under Trail Decision 3.

Trail Decision 3

Situation: Last night you arrived at Fort Choice and you have been resting while getting a few supplies and trying to find out about the trail ahead. As the map indicates, the trail divides into three separate trails just west of Fort Choice. Massacre Canyon Trail is the shortest and fastest route, but it is also the most dangerous. You have heard many stories about wagon trains that have gone this way only to find no water or hostile Indians or huge rocks blocking the trail. The country along the Massacre Canyon Trail is wild, rugged, and lonely. There are no settlements before you reach Devil's Flat. One man you talked with told you that the last wagon train to take this trail was attacked by Indians and came limping back to the fort with half its people dead or severely wounded. Another story is that five years ago a wagon train was wiped out by Indians in the canyon. The cavalry at Fort Choice go only as far west as the division in the trail and they advise against taking the Massacre Canyon Trail. Long Trail is much longer and also passes through some pretty rough country. However, water is generally no problem and the chance of Indian attack is much less. Wagon trains taking Long Trail almost always get through, though a man told you that last year a wagon train was attacked by Indians and suffered several casualties. Finally there is the Salt Flats Trail. Reports concerning this trail are very confusing. One man you talked to said the trail lead directly to a massacre and it would be suicide for anyone foolish enough to take it. Another man, who claimed to have taken the trail just a few months ago, said the trail was a safe shortcut around Massacre Canyon and he had seen no sign of Indians. Hearing these stories concerning the different trails actually has done little to help you decide which trail to take. You still have that decision to make. Whatever you decide you will need a lot of luck if your whole wagon train is ever going to make it safely to Devil's Flat.

4. Once the students have finished taking their notes, read the following possible actions. Insure that students take notes.
   - ***Possible Action 1:*** Time is now becoming a very critical problem for you and your fellow travelers. It is mid-August and you still face several more months on the trail. Because of the time factor, you believe you must gamble and take the Massacre Canyon Trail.
   - ***Possible Action 2:*** Even though time is important, you feel taking the Massacre Canyon Trail is too risky. You want to make sure that you reach Oregon and do not end up bleached bones beside the trail. For this reason you want to play it safe and go on the Long Trail.

- ***Possible Action 3:*** You are a gambler, always willing to take a chance on the unknown. Since Massacre Canyon Trail seems too risky and Long Trail too long, you favor the Salt Flats Trail. You have a gut feeling that the man who said it was a safe shortcut was telling the truth.
- ***Possible Action 4:*** You are a very cautious person. You are in favor of sending scouts ahead on the Massacre Canyon Trail to see about the trail's condition, if water is available, and if Indians are in the area.

5. Students should write their analysis of each of the possible actions and fill in what they believe to be the best possible action.
6. Each wagon train must meet and decide on its course of action. A written decision must be turned in before the Fate Cards can be read.
7. Read Fate Cards #47-#51.
8. Collect Trail Decision 3s. Then evaluate the notes, analysis, and final action.

Fate Card 45

- ***Where:*** West of Cheyenne Crossing
- ***Who:*** Everyone
- ***What:*** A large mud slide has blocked the trail and will take you several days to clear the mud away so the wagons can get through.
- ***Fate:*** Each wagonmaster should pick a different number between 1-6. You roll the die and if a wagonmaster chose the number that comes up, his wagon train suffers this fate and must subtract 500 DPs.

Fate Card 46

- ***Where:*** East of Fort Choice
- ***Who:*** Identity 5 on all wagon trains
- ***What:*** Your wagon came down off of a rise and fell into a ditch, breaking its front axle. Your wagon train must stop while your wagon is repaired.
- ***Fate:*** If you incorrectly call a coin toss, this fate is yours and you must subtract 300 DPs. If you are not carrying axle grease, subtract an additional 100 DPs.

Fate Card 47

- ***Where:*** Salt Flats Trail
- ***Who:*** Identity 5 on all wagon trains on the Salt Flat Trail
- ***What:*** You fell into a large cactus when your wagon hit a huge rock. It takes you the rest of the day to extract the spines and you are very sore for several weeks.
- ***Fate:*** Toss a coin. Call the toss incorrectly and you end up in the cactus. You must stand up for 20 minutes during tomorrow's class

because it is too painful to sit down! Your wagon train must also subtract 300 DPs.

Fate Card 48

- ***Where:*** Salt Flats Trail
- ***Who:*** Identity 1 on all wagon trains on the Salt Fiats Trail
- ***What:*** Your child has evidently contracted cholera. People on your wagon train are very concerned that they will get the disease. To help your child and your wagon train you must write two research paragraphs before next hour: one on what cholera is and a second on what chances you think your child has to survive.
- ***Fate:*** Incorrect call of a coin toss earns this fate. Acceptable paragraph turned in, subtract 100 DPs; unacceptable paragraph turned in, subtract 400 DPs; no paragraph turned in, subtract 400 DPs and call a coin toss. If the call is incorrect your child is dead and you must subtract another 400 DPs and 3 EFs.

Fate Card 49

- ***Where:*** Massacre Canyon Trail
- ***Who:*** Everyone
- ***What:*** Riding the lead wagon of your wagon train around a bend, you find that a landslide has blocked the canyon ahead. You must stop and clear the trail before you can continue. You find that shovels and pick axes are very vital.
- ***Fate:*** For each wagon on your wagon train without a shovel subtract 100 DPs; for each wagon without a pick ax subtract 150 DPs.

Fate Card 50

- ***Where:*** Long Trail
- ***Who:*** Everyone
- ***What:*** You are getting very low on food, particularly meat. Scouts have spotted a herd of buffalo about five miles southwest of the trail. They also report that a small band of Indians has been following your wagon train for the last three days. You must make a decision whether to forget the buffalo, to take the whole wagon train after the buffalo, or to send out a hunting party. Turn in your decision in writing before the next hour. Then your fate will be read.
- ***Fate:*** If you decided to forget the buffalo, subtract 2 EFs for low rations; if you decided to take the wagon train after the buffalo, subtract 500 DPs but add 3 EFs for the meat obtained; if you decided to send out a hunting party, choose a number between 1-6 and roll a die. If your number comes up, Indians attack your wagon train, killing one and wounding three others. Subtract 3 EFs but add 2 EFs for the meat obtained in the hunt.

Fate Card 51

- ***Where:*** Long Trail
- ***Who:*** Identities 7 on all wagon trains on Long Trail
- ***What:*** Your youngest child suddenly got a fever and died during the night. You insist on stopping the wagon train for a day so you can have a decent burial for him/her and so you can mourn your loss.
- ***Fate:*** Stand 10 feet from a wastebasket. Place a coin/checker on your shoe's toe. If you can flip it into the basket on your first try, you avoid this fate. If you fail, this fate is yours and your wagon train must subtract 400 DPs and 1 EF.

Hour 13

Objectives

1. Fate Cards will be read to simulate events that might have occurred along the trail.
2. The student will complete Diary Entry 3: Crossing Devil's Flat.

Materials

1. Student Guide, page 21, Diary Entry 3: Crossing Devil's Flat

Procedure

1. Hand back the Trail Decision 3s and have wagonmasters record the grades.
2. Read Fate Cards #52-#58.
3. Have the students read the situation for Diary Entry 3 in their Student Guides. Very briefly answer any questions concerning this situation.
4. Have the students read the entry information and then write their diary entries.
5. Read Fate Cards #59-#64.
6. Collect students' Diary Entry 3s.

Fate Card 52

- ***Where:*** Salt Flats Trail
- ***Who:*** Everyone on the Salt Flats Trail
- ***What:*** You took the Salt Flats Trail because you were a gambler and you hoped it would be a safe shortcut to Devil's Flat. Now you have found that the trail wanders through a vast, waterless desert and you must return to the place where the trail divides and choose another trail.
- ***Fate:*** Everyone on the Salt Flats Trail must turn around and earn their way back to the place where the trailed forked. Once they have reached there, they must choose either Long Trail or Massacre Canyon Trail.

Fate Card 53

- ***Where:*** Salt Flats Trail
- ***Who:*** Everyone on the Salt Flats Trail
- ***What:*** Animals start falling dead due to the extreme heat and the absence of water.
- ***Fate:*** Everyone tosses a coin/checker to the wall from 15 feet away. Three out of four of the coins/checkers tosses represent dead animals—the three/fourths that are the farthest distance from the wall. These persons then choose one of their animals to die with these consequences for their wagon trains: ox, 2 EFs; cow, 1 EF; goat, 1 EF; mule, 1 EF; horse, 1 EF.

Fate Card 54

- ***Where:*** Massacre Canyon Trail
- ***Who:*** All wagon trains on Massacre Canyon Trail
- ***What:*** As you reached the halfway point through the canyon, a large band of Indians began firing on you from the surrounding hills. You circled your wagons as quickly as possible but you lost several animals.
- ***Fate:*** Wagonmasters number off 1-6. You roll the die. If a wagonmaster's number comes up, his wagon train loses 3 EFs due to dead animals.

Fate Card 55

- ***Where:*** Massacre Canyon Trail
- ***Who:*** Identity 2 on all wagon trains on the Massacre Canyon Trail
- ***What:*** Earlier this evening your wife went looking for the water that your family and animals need. She never returned. When you and several others went to investigate, you found signs of a struggle indicating that a small band of Indians carried her off. You must decide what to do. Do you continue without her or do you insist that the men of the wagon train go out after her? Make your decision and turn in your written decision at the end of the hour. Your fate will be read then.
- ***Fate:*** If you decide to go on without her, your wagon train loses 3 EFs and the other women on the wagon train think you are cruel and inhumane. If you decide to go after her, your wagon train must subtract 800 DPs and you must call a coin toss. If you call it correctly, you get her back; if you call it incorrectly, the search was in vain and you must subtract 3 EFs for her loss as well as the 800 DPs.

Fate Card 56

- ***Where:*** Massacre Canyon Trail
- ***Who:*** Identity 1 on all wagon trains on the Massacre Canyon Trail

- ***What:*** During the Indian attack on your wagon train you were wounded by an arrow in your side, although the wound is very painful and you will be unable to do your share of the work for a week or more, you will survive.
- ***Fate:*** If you call a coin toss incorrectly, this fate is yours. Subtract 400 DPs because you are unable to work.

Fate Card 57

- ***Where:*** Long Trail
- ***Who:*** Identity 5 on all wagon trains on Long Trail
- ***What:*** As you are passing through a very narrow gorge, a huge boulder comes crashing down. It crushes your right front wagon wheel and overturns your wagon. No other wagons can proceed until your wagon is pulled over and the wheel is repaired.
- ***Fate:*** If you incorrectly call a coin toss, this fate happens to you and you must subtract 300 DPs.

Fate Card 58

- ***Where:*** On all trails
- ***Who:*** Identity 5 on all wagon trains
- ***What:*** You have come down with a very high fever and a bad case of dysentery. Since you are too sick and too weak to drive your wagon, someone must do your work until you are well.
- ***Fate:*** If you cannot flip a coin to land heads twice in a row, this is your fate. Subtract 200 DPs for your inability to work.

Fate Card 59

- ***Where:*** West of Devil's Flat
- ***Who:*** Identity 6 on all wagon trains
- ***What:*** Your water barrel jarred loose while going across a very rocky stretch of the trail. It fell on the rocks, split open, and you lost all the water you had in it.
- ***Fate:*** If this was your only water barrel, subtract 1 EF; if you have an additional barrel, subtract 400 DPs; if you have two additional barrels, subtract 100 DPs.

Fate Card 60

- ***Where:*** West of Devil's Flat
- ***Who:*** Identity 8 on all wagon trains
- ***What:*** A scorpion gets into your boot in the middle of the night. When you go to put your boot on in the morning, the scorpion stings you. You must do a research paragraph by next hour on scorpions and what to do about their bites.
- ***Fate:*** Acceptable paragraph turned in, subtract 60 DPs; unacceptable paragraph, subtract 200 DPs; no paragraph, subtract 200 DPs and pick a number from 1 to 6. Roll a die. If your number comes up, you are dead and the wagon train must subtract an additional 3

EFs. As a dead person you will only observe Hour 14 and will not be allowed to participate.

Fate Card 61

- ***Where:*** West of Devil's Flat
- ***Who:*** Everyone
- ***What:*** There is very little food for your animals and those who are not carrying extra feed for each of their animals finds those animals growing weak, unable to work, and in need of much special care.
- ***Fate:*** For each animal with each wagon which does not have its own supply of food subtract 100 DPs.

Fate Card 62

- ***Where:*** Out in the Hades Desert
- ***Who:*** All wagons out in the desert
- ***What:*** Animals are dying because of continuing lack of water, lack of feed, and the extreme heat.
- ***Fate:*** If you cannot flip a coin twice with heads up on the first flip and tails up on the second toss, you lose an animal. Oxen are a 2 EF loss; other animals are a 1 EF loss.

Fate Card 63

- ***Where:*** Just east of Sunrise Pass
- ***Who:*** Everyone
- ***What:*** After finally making it across the Hades Desert, you have reached the small settlement of Paradise. There is plenty of fresh water from snow fields high in the mountains, lush green grass for your animals, and a few supplies to replenish those used and lost crossing Hades Desert.
- ***Fate:*** After five days at Paradise you are rested, the animals are strong, and your spirits are high. Add 10 EFs and go!

Fate Card 64

- ***Where:*** Just below Sunrise Pass
- ***Who:*** Everyone
- ***What:*** You are just two days out of Paradise and the climb has begun to tell on your animals. The altitude is now 7,000 feet and you still have to climb 2,000 feet to get over the pass. The guide and the scouts have just returned from checking the trail ahead and they have informed everyone on the wagon train that the trail is going to become very steep and narrow. Oxen, mules, and horses will have to be hitched eight or 10 to each wagon to pull it over the top. This will mean repeated trips for all of the livestock.
- ***Fate:*** To make the final climb a little easier everyone must reduce their wagon loads to a maximum of 500 BWUs by the beginning of the next hour. Fill in Columns 1B and 2B of your Wagon Supply List.

DAILY LESSON PLANS - 29

Hour 14

Objectives

1. Fate Cards will be read to simulate events that might have occurred along the trail.
2. Students will take notes on Trail Decision 4.
3. Students will take notes on the four possible actions for Trail Decision 4.
4. The student will write an analysis of each of the four possible actions.
5. Students will choose the action they believe will best solve the problem outlined in Trail Decision 4.
6. Each wagon train will meet and decide what action the wagon train will take to solve the problem.

Materials

1. Student Guide, pages 22-23, Trail Decision 4

Procedure

1. Hand back students' Diary Entry 3s. Have wagonmasters record the grades.
2. Read Fate Cards #65-#67.
3. Read the following trail decision to the students while they take notes in their Student Guides under Trail Decision 4.

Read or Tell

Trail Decision 4

Situation: Your long journey west is now almost completed. As you look ahead, there is only one more mountain pass to scale. Then you will begin the descent into the rich valley you have been dreaming about nightly for many months. Unfortunately it is already early November and it has begun to snow in the mountains. An Indian guide who has been with your wagon train since you left Paradise has just told you that this is the fourth snow of the season and that the snow has nearly blocked Snow Pass. He believes that the pass is still open but, with the snow now coming down, it will soon be closed for the rest of the winter. What should you do? Everyone in the wagon train is talking and arguing and you realize that a decision must be made soon!

4. Once students have finished taking notes, read the following possible actions. Again the students should take notes.
   - ***Possible Action 1:*** You and the rest of the wagon train can head directly for Snow Pass and hope it is still open when you get there. If the pass is open, you will be able to make your way to Hacker's Valley and spend the winter in a warm shelter you can construct on your own property. If the snow closes the pass while you are there, you will be trapped and unable to move either forward or backward. This will undoubtedly mean death for almost everyone and everything on the wagon train.

- ***Possible Action 2:*** You can send scouts ahead to see if Snow Pass is open. This might waste valuable time and allow the pass to close before you can reach it, or it might be the action that saves your life.
- ***Possible Action 3:*** You can decide to spend the winter in High Valley. However, staying in the valley could present many problems since there are no shelters, you have few supplies left, and the winter will be very severe. If you stay, you must immediately begin building shelters, sending out hunting parties, and preparing for a very rough time for the next five months.
- ***Possible Action 4:*** You can turn the wagon train around and head back to Paradise. This is probably the safest action since the trail should still be open. Though you remember Sunrise Pass as a very rugged climb, it is probably not as high as Snow Pass and it should still be open. Paradise will provide you with grazing for your animals, food and shelter for you, and even a chance for your children to go to a little school for six months. However, you will undoubtedly not be the first people into Hacker's Valley and therefore much of the better land will be gone when you arrive. Whatever you decide to do, good luck!

5. The students should now write their analysis of each of the possible actions and then outline what they believe to be the best possible action.
6. Each wagon train must meet and decide what course of action it will take to meet the problem of Snow Pass. This must be done in writing before Fate Cards #68-#71 are read.
7. Read Fate Cards #68-#71.
8. Collect and grade each student's Trail Decision 4.

Fate Card 65

- ***Where:*** West of Sunrise Pass
- ***Who:*** Identity 8 on all wagon trains
- ***What:*** The tongue on your wagon snapped when you turned it too sharply. You must stop and repair the tongue before you continue.
- ***Fate:*** If you fail to correctly call a coin toss, this fate befalls you. Subtract 200 DPs.

Fate Card 66

- ***Where:*** West of Sunrise Pass
- ***Who:*** Identity 8 on all wagon trains
- ***What:*** Someone in your wagon train stole all your flour and dried meat last night. Your wagon train must have a brief meeting to decide what to do. Write your solution and hand it in before the end of the hour. Your fate will then be read.
- ***Fate:*** Acceptable solution turned in, continue with no delay; unacceptable solution turned in, subtract 400 DPs; no solution turned in, subtract 800 DPs.

Fate Card 67

- ***Where:*** High Valley
- ***Who:*** Everyone
- ***What:*** Last night a pack of hungry, vicious wolves attacked the wagon train's herd of cattle. Four cows were killed and you had to destroy two others because of the wounds they received before you were able to drive the wolves away.
- ***Fate:*** The wagonmaster must pick two numbers between 1-6 and then roll a die. If either of the numbers picked comes up, your wagon train suffers this fate. Even though you have fresh meat, your starter herd is reduced so you must subtract 2 EFs.

Fate Card 68

- ***Where:*** Snow Pass
- ***Who:*** All wagon trains that decided to go over Snow Pass
- ***What:*** The heavy snow continued to fall, making your progress slow and difficult. You are fighting a losing battle. As you near the top the terrible truth is driven home when one of the lead wagons slides halfway off the trail and overturns. You are trapped and the cruel winter has you at its mercy. The snow continues to fall for nearly a week and your wagons are snowed in for the winter. Several men manage to walk over the pass and reach safety, but the rest of your wagon train dies of starvation and exposure.
- ***Fate:*** The wagonmaster must stand 22 feet from a wastebasket. He has three tosses of a coin/checker to save your lives. If he fails, you die. If he succeeds, somehow you all manage to struggle over the pass and reach Hacker's Valley.

Fate Card 69

- ***Where:*** Snow Pass
- ***Who:*** All wagon trains that decided to send scouts ahead to check the trail
- ***What:*** The scouts take several hours to make it up to the pass and then return. Valuable time is lost. They report that the pass was still open, but the hard snow will close it within the next few hours. You now have one minute to decide as a wagon train what you are going to do. Your fate will be read as soon as your decision has been reached.
- ***Fate:*** Same as Fate Card #68 except wagonmaster must stand 26 feet from the basket.

Fate Card 70

- ***Where:*** High Valley
- ***Who:*** All wagon trains that elected to stay in High Valley for the winter

- ***What:*** The winter came quickly. You managed to build a few shelters and collect some additional supplies before the earth was buried for the long winter. During the winter the game was scarce and the weather extremely cold.
- ***Fate:*** When spring arrives and you can move again, you find that you have lost three-fourths of your livestock; most of your supplies; and a number of men, women, and children. The wagon train weakly makes its way to Hacker's Valley, a mere skeleton of the enthusiastic group that left Fort Independence.

Fate Card 71

- ***Where:*** High Valley
- ***Who:*** Those wagon trains that elected to return to Paradise
- ***What:*** Going back is rough; the snows clog the trail and Sunrise Pass is full of deep snow.
- ***Fate:*** Your wagonmaster must stand 20 feet from a wastebasket. He has three tosses to get you to safety. If he fails, your wagon train is trapped at Sunrise Pass and wiped out by the savage winter. If he succeeds, you make it back to Paradise and spend the winter there. When spring arrives, you have only a few supplies left, your money is gone, and the best land in Hacker's Valley is gone. At least, however, you still have your life and your family.

Hour 15

Objectives

1. The student will retake the PRETEST that he/she took at the beginning of the simulation.
2. You and your students will evaluate the knowledge gained during PIONEERS.
3. You and your students will evaluate the decisions that were made during the simulation.
4. The student will evaluate the simulation as a learning environment.

Materials

1. Class set of the PRETEST.

Procedure

1. Give the students the PRETEST you gave them during Hour 1.
2. Have a teacher-student discussion of the knowledge gained during PIONEERS. Among the topics to cover are:

   PRETEST

   - How did the second answers compare with the first answers? Why are there differences?

   The supplies that were taken

   - Would you choose supplies differently if you played this simulation again?

Other knowledge

- Are you more aware now than you were previously of the dangers that homesteaders faced along the trail west?
- Did you gain any new appreciation of the importance of maps during the Westward movement?
- What other knowledge would have helped you make your diary entries more realistic?

3. Ask students to evaluate their decisions:
   - Which were good decisions?
   - Which were bad decisions?
   - Why in each instance?
   - Did individual or group decisions tend to be wiser?
4. Consider asking wagonmasters to comment on the following:
   - Did your members cooperate when cooperation was essential or did they bicker and fight?
   - How did their cooperation or lack of cooperation affect your wagon train?
   - Did each student work as hard as possible for himself and the wagon train?
5. Ask students whether they feel they grew in these skill areas:
   - Notetaking
   - Listening
   - Writing a research paper
   - Analyzing alternative solutions to a problem
6. Solicit students' opinions about this simulation as a learning environment.
   - How does a simulation compare with other ways of learning (texts, lectures, films, etc.)?
   - What were the strengths of PIONEERS?
   - What were its weaknesses?
   - Should next year's students play this simulation? If no, why not? If yes, why? Also if yes, what would improve the simulation?

WAGONMASTER'S RECORD FORM

Wagon Train Members	Class dates											
1 Total points earned by your members today												
2 Your wagon train's current EF (Energy Factor)												
3 Multiply 1 x 2; put the product here												
4 Your wagon train's current DPs (Delay Points)												
5 Subtract 4 from 3 = today's total												
6 Enter yesterday's Total Trial Points—line 7												
7 Add 5 and 6 to get today's Total Trail Points*												

* since leaving Ft. Independence

PRETEST - 1

Name _____

Directions: Circle the letter before the best answer for questions 1-15.

1. Most settlers traveled to the West by way of
   a. boat around the tip of South America
   b. boat to Panama; then by land across the Isthmus; then by boat to the West coast
   c. wagon train
   d. steam locomotive (train)

2. The Westward movement and the settling of California and Oregon took place during
   a. 1780-1810
   b. 1810-1840
   c. 1840-1870
   d. 1870-1900

3. Most wagons were pulled by
   a. mules
   b. oxen
   c. cows
   d. horses

4. A bellows is
   a. a device for making a hot fire
   b. an old-fashioned pair of shoes
   c. the metal with which the blacksmith formed horse shoes
   d. an old-fashioned skirt worn by pioneer women

5. A prairie schooner was a
   a. boat used by pioneers to cross large rivers
   b. small animal related to the prairie dog
   c. sod house pioneers lived in
   d. covered wagon

6. Most wagon trains left from
   a. Springfield, Illinois
   b. Independence, Missouri
   c. Omaha, Nebraska
   d. Fort Dodge, Kansas

7. Which one of the following was not a major trail west?
   a. Highland Trail
   b. Santa Fe Trail
   c. Oregon Trail
   d. Mormon Trail

8. Which of the following supplies would be the most important to a settler moving west?
   a. saddle
   b. cooking stove
   c. seeds for planting
   d. piano

9. How long did it take for a wagon train to go all the way from where it started to Oregon?
   a. two weeks
   b. four weeks
   c. three months
   d. six months

10. Most people who went west as homesteaders were
    a. farmers
    b. miners
    c. storekeepers
    d. doctors

PRETEST - 2

11. Which of the following would have been the most important to members of a wagon train?
    a. spices
    b. extra pair of boots
    c. family heirlooms
    d. Dutch oven

12. Which of the following was not a problem for most wagon trains?
    a. weather
    b. Indians
    c. pollution
    d. disease

13. Which of the following was not a tool used by a blacksmith?
    a. anvil
    b. turban
    c. bellows
    d. hammer

14. Coal oil was used for
    a. medication
    b. lamps
    c. to rub down horses
    d. lubrication on the wheels of the wagons

15. The five Ws in writing refer to
    a. Williams, Willis, Welgate, White, Westford
    b. Washington, Wisconsin, Wyoming, West Virginia, West Indies
    c. write, write, write, write, write
    d. who, what, when, where, why

Final item: In the following list of supplies, **circle the eight items** that you believe would be most important for a homesteader to take west during the 1840s.

rope

mirror

rifle

spices

guitar

water

Dutch oven

salt

toys for children

hoe

extra wagon wheel

flour

chest for clothing

Pinto beans

bed

dried meat

INTERACT
LEARNING THROUGH INVOLVEMENT

PIONEERS

A simulation of decision-making on a wagon train

INTRODUCTION

In 1843 more than one thousand men, women and children left Independence, Missouri, in the largest wagon train ever to cross the continent to Oregon. You too will soon join a wagon train and have adventures similar to many that those early pioneers experienced. But before you join your wagon train, here is some Western history to consider.

THE WEST AS A MAGNET When the average American of the 1840s heard the words "the West," he thought of adventure, excitement, land, freedom and wealth. He knew many frontiersmen's stories of rich prairies, fast horses, majestic mountains, rushing rivers and fierce Indians. Naturally many of these stories were exaggerated, but to an Ohio farmer or an Indiana storekeeper these stories were powerful magnets pulling him westward. Of course, by the 1840s many courageous families had already moved west. For over 150 years rugged men and their families had been settling new lands and starting small towns. Earlier groups of persons had started new lives in several Western territories: Texas, Iowa, Minnesota, Wisconsin and Colorado. Now the westward movement was reaching into New Mexico, California and Oregon.

LEAVING HOME Some families had been struggling hard to break rough ground and plant seed only to lose half of it to the wind, insects and wild animals. So they were eager to move any place where a better life seemed possible. Other men and women just liked seeing new land; they moved every time a new frontier opened. Then there were dreamers who were convinced that this time they would strike it rich. For reasons such as these, farmers, storekeeprs, doctors, lawyers, miners, bankers and many other persons all packed their belongings and prepared to set off for the promised land.

TRAVELING WEST Before these eager frontiersmen could fulfill their dreams, they had to reach the new land, which was thousands of difficult miles away. If you examine a map carefully, you will soon realize that if you had been in the eastern half of the United States during the 1840s and you had wanted to get to Oregon, you had very few ways to get there. You could have gone by land or by sea, but whichever way you chose, you would have had a long, hard trip. Some settlers and much of their supplies went by sea. They boarded a sailing ship at an eastern port and sailed south around the tip of South America. From there the ships headed north for a west coast port still thousands of miles away. The long distances, the dangerous weather at the tip of South America and the high costs kept average homesteaders from traveling this way.

THE PANAMA ROUTE Your second choice was to go by sea as far south as the Isthmus of Panama, hire a guide and cross to the Pacific side. This short trip was often the downfall of many travelers because of disease and robbers. If they did reach the Pacific side of the Isthmus, they still had to find a ship to take them north to a west coast port. Soon this route lost popularity and people concentrated on the long trip across land from Missouri to Oregon.

THE OVERLAND TRAIL The majority of those heading west packed their goods into a covered wagon and followed one of the well-traveled trails. This way was also long, difficult and hazardous. Its only appeal was that it was the cheapest way to get there. While a few people continued to look for other ways to get to their homesteads in the West, most gave up the hope of an easy route and joined a wagon train.

HAZARDS OF THE TRAIL Such a cross country trip meant overcoming many hardships and surviving numerous dangers. There were problems with the weather, with too much water or too little water, with too much heat or too much cold. They faced narrow trails, steep trails or lost trails. Disease, snakes, lack of food, broken wagons, dead livestock and, of course, Indians all plagued them. Problems such as these combined to make a western trip extremely hazardous before the Civil War.

JOHN WESLEY, the author of PIONEERS, completed his undergraduate work at San Francisco and San Diego State Universities. John and his wife, Diane, spent two years as VISTA volunteers working in Appalachia. Currently both are fifth grade teachers in El Cajon, California, where they create simulations and other methods to make learning a vital experience for their students.

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WAGON TRAINS In an attempt to find group solutions to the individual problems that they faced, many travelers banned together into a single train of wagons. These people would hire a guide and usually several guards to help them on their trip into the unknown. At certain cities such as Independence, Missouri, these guides were the ones who formed the wagon trains. They gathered together families headed in the same direction and escorted them west. The wagonmaster was either the guide or one of the homesteaders; he was elected by the rest of the wagon train. It was the wagonmaster's duty to see that the rules of the train were strictly obeyed and to punish or bannish anyone who violated them. It didn't matter who organized the train or who the wagonmaster was. The trip to Utah, New Mexico, California or Oregon was a trip that provided persons with a lifetime of exciting memories — if they survived the journey!

YOUR WESTWARD JOURNEY

It is about time for you to become a member of an imaginary wagon train heading for Oregon. As you simulate being on a wagon train, you will begin to understand many aspects of frontier life. For example, why did people suddenly decide to leave their relatively comfortable homes, pack all worldly possessions into small wagons and face the uncertainties of life on the trail? What things did these adventurous people take with them? What problems did they face when they were far from civilization? And when they had these problems, how did they solve them? Your experiences in PIONEERS will answer these questions and many more.

YOUR WAGON TRAIN For the next three weeks your class will be divided into three or four wagon trains. Each train will have seven to nine members. You and other members of your train will represent a cross-section of an actual wagon train that might have been heading for Oregon during the 1840s. Your job will be to work with others so that your train can reach Oregon as quickly and safely as possible. The speed with which you travel will depend on how well you do certain assignments and on how well you solve certain problems. You can further help your train's progress by completing extra credit assignments outlined under CHALLENGE PROJECTS on page 17.

SUPPLIES After receiving your identity, your first assignment will be deciding what supplies to take. This will not be easy because the number and variety of supplies is far greater than your small wagon can hold. Once you have made this decision, you will be ready to start west. As you travel you will complete assignments related to travel events. When problems pop up, you will have to make both individual and group decisions. You will also write diary entries on your experiences and a short research paper on a Western topic.

DELAY POINTS Someone on your train may fail to complete an assignment, or your group may fail to solve a problem that arises along the trail. If this happens, your wagon master must begin exercising real leadership, for laziness and careless problem-solving will result in your train being given DELAY POINTS. And delay when you are miles from civilization could be fatal! Your progress will also be influenced by your train's ENERGY FACTOR and the FATE CARDS that you draw.

ENERGY FACTOR When leaving Ft. Independence, your train will be at its strongest. The people and animals will be healthy and strong, your wagon full of supplies, your spirit of adventure high. But as time passes, supplies will be used up or lost, animals or people will get sick, animals will die, wagons will be broken and people's spirits will sag. To simulate this change in a wagon train's energy, you have been assigned an ENERGY FACTOR. At the beginning each wagon train has an identical ENERGY FACTOR of 50. Each day you will multiply this ENERGY FACTOR times the points you have earned; this will result in your day's TRAVEL POINTS that will move you along the trail.

FATE CARDS As your wagon trains move west, FATE CARDS will be drawn to represent events along the trail. Some of these FATE CARDS will tell of good fortune while others will relate disasters that have struck you. In either case your train's ENERGY FACTOR will be affected and therefore so will your movement. A FATE CARD might present disease, death, washed out trails or floods; in such a case it would reduce your train's previous speed. However, if you are crossing a long hot desert and a FATE CARD helps you reach the other side where there is a cool, green valley with plenty of water, your spirits will be lifted and you will move faster, at least for several days. No matter what supplies you select, no matter whom you choose to be your wagon master, no matter what fate does to you, GOOD LUCK! You will need good fortune because of the hazards facing you during your perilous trip to your Oregon homestead.

FAMILY IDENTITIES

WAGON TRAIN 1

1 **NAME:** Dr. and Mrs. Albert Smith
FAMILY: daughter, 10
HOME: Pennsylvania
OCCUPATION: doctor
LIVESTOCK: pair of oxen

2 **NAME:** Mr. and Mrs. Joseph Black
FAMILY: son, 16; daughter, 13; son, 11; grandmother, 66
HOME: England
OCCUPATION: farmer
LIVESTOCK: 4 oxen, 4 cows, 2 mules

3 **NAME:** Mr. and Mrs. Roger Eller
FAMILY: daughter, 8; son, 3; daughter, 1
HOME: Missouri
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 5 cows, 1 horse, 8 chickens

4 **NAME:** Mr. and Mrs. John Adams
FAMILY: son, 6; son, 4; daughter, 2; expecting another child in 4-5 months
HOME: Ohio
OCCUPATION: farmer
LIVESTOCK: 2 pair of oxen, 3 cows, 3 goats

5 **NAME:** Pat Richards
FAMILY: none
HOME: Iowa
OCCUPATION: blacksmith
LIVESTOCK: pair of oxen, 2 horses, 1 cow

6 **NAME:** Mr. and Mrs. Allen Long
FAMILY: none
HOME: Minnesota
OCCUPATION: farmer
LIVESTOCK: pair of mules, 1 ox, 2 cows

7 **NAME:** Mr. and Mrs. Fred Cox
FAMILY: son, 16; daughter, 11; son, 4
HOME: Illinois
OCCUPATION: lawyer
LIVESTOCK: pair of oxen

8 **NAME:** Sam Fleming
FAMILY: none
HOME: New York
OCCUPATION: storekeeper
LIVESTOCK: pair of mules

9 **NAME:** Mr. and Mrs. George Dodge
FAMILY: son, 7; daughter, 6; son, 4
HOME: Iowa
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 3 cows

WAGON TRAIN 2

1 **NAME:** Mr. and Mrs. Sam Conrad
FAMILY: daughter, 6; son, 4; son, 3; grandmother, 77
HOME: Iowa
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 4 cows, 1 horse, 2 goats

2 **NAME:** Mr. and Mrs. James Wright
FAMILY: daughter, 3; son, 1
HOME: Illinois
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 2 cows, 8 chickens

3 **NAME:** Nate Page
FAMILY: son, 15
HOME: Ohio
OCCUPATION: blacksmith
LIVESTOCK: pair of oxen, 2 mules, 1 horse

4 **NAME:** Mr. and Mrs. Paul Bryant
FAMILY: son, 12; son, 6; daughter, 2; grandfather, 67
HOME: Virginia
OCCUPATION: farmer
LIVESTOCK: 3 oxen, 6 cows

5 **NAME:** Mr. and Mrs. Walter Sanders
FAMILY: daughter, 14; son, 6; daughter, 3; expecting another child in several months
HOME: Indiana
OCCUPATION: storekeeper
LIVESTOCK: pair of oxen, 1 goat

6 **NAME:** Dr. and Mrs. Dan Cotton
FAMILY: daughter, 12
HOME: Massachusetts
OCCUPATION: doctor
LIVESTOCK: pair of oxen

7 **NAME:** Juan Hernandez
FAMILY: none
HOME: Texas
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 1 horse, 3 cows

8 **NAME:** Mr. and Mrs. Robert Rise
FAMILY: none
HOME: Kentucky
OCCUPATION: minister
LIVESTOCK: pair of mules

9 **NAME:** Mr. and Mrs. John Grant
FAMILY: son, 15; son, 13; daughter, 4
HOME: Missouri
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 3 cows

FAMILY IDENTITIES

WAGON TRAIN 3

1 **NAME:** Mr. and Mrs. John Butler
FAMILY: son, 6; daughter, 1; grandmother, 70; grandfather, 74
HOME: Missouri
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 2 goats, 3 cows, 2 mules

2 **NAME:** Mr. and Mrs. Larry Morris
FAMILY: daughter, 3
HOME: Tennessee
OCCUPATION: blacksmith
LIVESTOCK: 3 oxen, 1 horse

3 **NAME:** Tony Wilson
FAMILY: none
HOME: New York
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 6 cows, 8 chickens

4 **NAME:** Mr. and Mrs. Marvin Ives
FAMILY: son, 20; son, 18
HOME: England
OCCUPATION: farmer
LIVESTOCK: pair of oxen

5 **NAME:** Mr. and Mrs. Paul Brown
FAMILY: daughter, 19; daughter, 4
HOME: Ohio
OCCUPATION: cabinet maker
LIVESTOCK: pair of oxen, 1 horse

6 **NAME:** Mr. and Mrs. Robert Conners
FAMILY: son, 17; son, 12; daughter, 3; expecting child in 4 months
HOME: Iowa
OCCUPATION: farmer
LIVESTOCK: 3 oxen, 1 horse, 3 cows, 1 goat

7 **NAME:** Dr. and Mrs. Kenneth Moore
FAMILY: none
HOME: Ohio
OCCUPATION: doctor
LIVESTOCK: pair of oxen

8 **NAME:** Mike Smith
FAMILY: none
HOME: Indiana
OCCUPATION: farmer
LIVESTOCK: 2 mules, 3 cows

9 **NAME:** Mr. and Mrs. Alan Shepard
FAMILY: son, 13; daughter, 12; son, 1
HOME: Illinois
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 3 cows

WAGON TRAIN 4

1 **NAME:** Dr. and Mrs. Joseph Mingo
FAMILY: daughter, 16; son, 13; grandfather, 59
HOME: Virginia
OCCUPATION: doctor
LIVESTOCK: pair of oxen

2 **NAME:** Mr. and Mrs. Kenneth Flag
FAMILY: son, 4; daughter, 1
HOME: Iowa
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 2 mules, 4 cows, 1 goat

3 **NAME:** Mr. and Mrs. Mick Colloni
FAMILY: son, 11; son, 9; son, 6; expecting a child in 4 months
HOME: Italy
OCCUPATION: blacksmith
LIVESTOCK: pair of oxen, 1 horse; 8 chickens

4 **NAME:** Mr. and Mrs. Norm Cline
FAMILY: daughter, 6; grandmother, 59
HOME: Indiana
OCCUPATION: farmer
LIVESTOCK: 4 oxen, 6 cows, 1 horse

5 **NAME:** James Seiple
FAMILY: none
HOME: Kentucky
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 2 goats, 5 cows

6 **NAME:** Mr. and Mrs. Albert Swanson
FAMILY: son, 14; son, 10; daughter, 6
HOME: Sweden
OCCUPATION: farmer
LIVESTOCK: pair of oxen

7 **NAME:** Mr. and Mrs. Fred James
FAMILY: daughter, 13; son, 3
HOME: Delaware
OCCUPATION: cabinet maker
LIVESTOCK: pair of oxen, 1 horse

8 **NAME:** Clarence Jones
FAMILY: none
HOME: Indiana
OCCUPATION: retired army soldier
LIVESTOCK: pair of mules

9 **NAME:** Mr. and Mrs. Gary Weaver
FAMILY: daughter, 12; son, 4; daughter, 1
HOME: Ohio
OCCUPATION: farmer
LIVESTOCK: pair of oxen, 3 cows

AVAILABLE SUPPLY LIST

DIRECTIONS: The following 92 items represent 92 popular and often vital supplies that were carried by pioneers heading west. Since you cannot take everything, you will have to select those items you believe would be most important to you on the trail and at your homestead in Oregon. You can elect to take as many of each item as you believe necessary for you and your family. Later you will enter the supplies you select on your WAGON TRAIN SUPPLY LIST. The number in parenthesis after each supply is its BULK WEIGHT UNITS (BWU). These BWUs represent a combination of the size and weight of each item. ***Remember that your wagon holds only 1000 BWUs.*** Notice that as you begin to select supplies, those that are heavy or large soon fill your wagon, while those that are small and light take less room. Select your supplies carefully, considering the uses and importance of each item both on the trail and once you get to Oregon. Very possibly your fate will depend on how wisely you select these supplies.

HOUSEHOLD ITEMS

- pair of candle sticks (2)
- bedding for 1 bed (12)
- 15 yards of material (12)
- baby cradle (15)
- bed pan (2)
- cooking utensils for family (4)
- lantern (3)
- clock (5)
- stool (8)
- 5 candles (1)
- set of dishes (20)
- woven basket (5)
- spinning wheel (25)
- mirror (10)
- match bottle and matches (2)
- cooking pan (6)
- bed (30)
- blanket (7)
- family Bible (5)
- Dutch oven (6)
- wooden bucket (5)
- coffee pot (3)
- butter churn (10)
- cooking stove (75)
- plants (10)
- butter mold (2)
- coffee grinder (6)
- loom (35)
- rocking chair (15)
- pitcher and bowl (10)
- chest for clothing (35)
- family heirlooms (20)
- rug (25)
- table and 4 chairs (50)
- piano or small organ (100)
- 1 gallon coal oil (12)
- needle and thread (1)

PERSONAL ITEMS

- hunting knife (3)
- powder horn (4)
- bag of clothing for 1 person (20)
- children's toys (8)
- guitar (6)
- fiddle (5)
- eating utensils for 1 person (2)
- family first aid kit (10)
- pistol (4)
- rifle (6)
- extra pair of boots (7)
- chaps (8)
- snow shoes (6)

TOOLS

- pick axe (5)
- 100 feet of rope (6)
- hatchet (4)
- axe (7)
- shovel (7)
- 3-prong pitch fork (6)
- 2-man cross-cut saw (7)
- hammer (2)
- corn sheller (25)
- anvil (18)
- 4 steel animal traps (5)
- metal plow (40)
- large grinding stone (20)
- bellows for fire (10)
- vise (5)
- tool assortment (10)
- grain cradle (10)
- twine
- axle grease (13)
- oxen yoke repairs (15)
- hoe (4)
- scythe (7)

FOOD

- 50 lb. of flour (50)
- 25 lbs. of bacon (30)
- 25 lbs. of vegetables (30)
- 5 lb. tin of fruit (8)
- 25 lbs. of dried beef (25)
- 15 lbs. of salt pork (20)
- 25 lbs. of Pinto beans (25)
- 20 lbs. of sugar (20)
- 5 gal. of vinegar (25)
- assorted spices (5)
- 25 lbs. of salt (30)

MISCELLANEOUS SUPPLIES

- 50 lb. bag of seeds (50)
- chicken coop (12)
- wood box full of wood (25)
- extra keg of gun powder (20)
- wine press (25)
- 20 gallon barrel of water (60)
- saddle (25)
- feed for 1 pair of animals (30)

WAGON SUPPLY LIST

DIRECTIONS: Select your wagon supplies from the AVAILABLE SUPPLY LIST and fill in Columns 1A and 2A. Under **Item Description** write the name of the supply (hoe, rifle, etc.). Under **BWUs** write the Bulk Weight Units found in parenthesis after the item on the AVAILABLE SUPPLY LIST. In the **Number of Items** column write the number of those items you plan to take (you may not take more than 3 of any item in 1 wagon). To find the **TOTAL BWUs**, multiply the BWUs times the Number of Items. ***Remember that your wagon holds only 1000 BWUs.*** Final Note: You will not fill in Columns 1B and 2B until your teacher tells you what to write in them while you are on the trail.

_____

your real name

Description of your ID, your family and your animals traveling with you: _____

_____

_____

_____

SAMPLE

Column 1A

Item Description	BWUs	Number x of Items =	TOTAL BWUs

WAGON SUPPLY LIST (page 2)

Column 2A

Item Description	BWUs	x	Number of Items	=	TOTAL BWUs

DIARY ENTRY I: MOVING WEST

_____
name

SITUATION: You have made the decision to leave your home, pack everything you own into a small prairie schooner and head west. This was a big decision on your part because you have no real idea of what is going to happen to you before you get to Oregon. You have heard many stories about the long, arduous Hacker Trail — Indians, disease, snakes, too little water, too much water, raging rivers, narrow mountain passes. On the other hand, you have also heard about Oregon's rich, green valleys and its vast, uncrowded land. The many opportunities out there have stimulated your imagination.

ENTRY: Begin a diary about your experiences since leaving home. First describe yourself, your family and your animals. Then explain why you are going to Oregon on the Hacker Trail. Be sure you tell about your last home and your family's feelings about going west. Mention your last job and what you expect to be doing once you reach Oregon. You have already had numerous experiences between your previous home and Ft. Independence. Therefore, describe these experiences and what you expect to happen to you on your way to Oregon.

SAMPLE

TRAIL DECISION 1

_____

your real name

SITUATION: Two weeks ago your wagon train left Ft. Independence and began the trip west toward Prairie Wells. Normally the wagon train stops there to water the stock and fill the water barrels with fresh well water. Since there has been little rain this spring, most streams have also been dry and water has been scarce. You and the rest of the members of your train have been looking forward to Prairie Wells' water.

Even though you were all tired when you finally reached Prairie Wells, you went directly to the wells to fill your water barrels and water your stock. But you were shocked to find 4 armed men guarding the wells. These residents of the small community of Prairie Wells informed you and the others that the water level was low. With water so scarce the once free water was now going to cost you $10 a barrel. Several people on the train said they could not afford $10 for even 1 barrel, but most people need 4 barrels (2 for themselves and 2 for their stock). Tired and discouraged, you return to your encampment just outside Prairie Wells to decide what to do.

DIRECTIONS for pages 10 and 11:

1. Examine the information at left.
2. Fill out the 5 Ws chart below. (List WHO is involved, WHERE the action took place, WHEN the action took place, WHAT the problem is and WHY it is a problem.)
3. Read page 11 carefully. This page contains possible actions for your wagon train to take to solve the problem.
4. After each action analyze what may happen if you take that action. Tell whether or not you favor the action. Explain why.
5. If you can think of a better action to take, write it in the ANOTHER ACTION box. Then analyze it as you did the other 4.
6. Write the best solution of all in the box at the bottom of the page. This solution might be 1 of the 4 given you, the 1 you thought up or a combination of several solutions.
7. After everyone is finished, you will meet with the other members of your wagon train in order to decide what action your train will take.

5 Ws

WHO
WHERE
WHEN
WHAT
WHY

TRAIL DECISION 1 (page 2)

(See directions in column 2 of page 10.)

Possible Actions	Analysis of Each Action
1 Because you need water and because you will not likely find much water between here and Prairie Crossing, you should agree to pay the $10 a barrel. You will share the water with those that cannot afford the $10.	
2 Since you need the water and can afford to pay the $10 per barrel, you want to pay. Those who cannot afford it will have to try to find their own water along the trail.	
3 You should not pay the ridiculously high price for the water. You should plan to move on the first thing in the morning and hope to find enough water along the trail to get you safely to Prairie Crossing.	
4 You want the water but cannot afford to pay $10 a barrel. You and the others should wait until dark, attack the guards and take the water.	

SAMPLE

ANOTHER ACTION	
BEST ACTION	

TRAIL DECISION 2

_____
name

Directions: As your teacher reads TRAIL DECISION 2, listen carefully for the **5 Ws: WHO, WHERE, WHEN, WHAT, WHY**. As you recognize each, write down the appropriate information in the boxes below. Write any other important information you feel you should remember in the NOTE BOX. Once you have filled all 6 boxes, turn over this page and prepare to complete page 13.

WHO
WHERE
WHEN
WHAT
WHY

NOTE BOX

TRAIL DECISION 2 (page 2)

DIRECTIONS:

1. Listen carefully as your teacher reads the 4 POSSIBLE ACTIONS.
2. Write down the main points outlined in the action. Remember the 5 Ws.
3. Analyze each action. Discuss its strengths and weaknesses and tell why you do or do not favor it.
4. If you can think of a better action to take, write it in the ANOTHER ACTION box.
5. Analyze the ANOTHER ACTION which you wrote in the fifth box.
6. Write the best solution of all in the box at the bottom of the page. This solution might be 1 of the 4 given you, the 1 you thought up or a combination of several solutions.
7. After everyone is finished, you will meet with other members of your wagon train in order to decide what action your train will take.

Possible Actions	Analysis of Each Action
1	
2	
3	
4	
ANOTHER ACTION	
BEST ACTION	

WRITING A RESEARCH PAPER

As long as you are in school, you will need to do research. One key to success in school is ability to take brief notes and then write a short, organized research report. If you learn how to do simple research, you will have an easier, more satisfying time while you are in school. Even after you leave school, you will find the skills developed while writing research papers useful in organizing and presenting facts and ideas to other persons.

PUT IT IN YOUR WORDS As in any type of work or study, the key to writing a good research report is being organized. First of all, you must take clear, simple notes while you are studying your research materials. If you learn to take notes in your own words, and under clear headings, you will not find it difficult later to write your paper. And ***you will have the satisfaction of knowing that you wrote the report — you did not copy it out of an encyclopedia***. Anyone can copy, but copying is not what is expected of you when you are assigned to write a research paper. You are expected to take notes in your own words from several sources such as books, newspapers, magazines and encyclopedias.

WHO, WHAT, WHERE, WHEN, WHY As you read your research materials, remember the 5 Ws — WHO, WHAT, WHERE, WHEN, WHY. Almost all important information falls into one of these areas.

- ***Who*** is involved?
- ***What*** important things are going on?
- ***Where*** are the people and the events taking place?
- ***When*** are these events happining?
- ***Why*** did these events happen, and ***why*** are they important?

If you include this information in your notes, you will be able to build much of your notes into your actual paper.

NOTE-TAKING As you read and think about the 5 Ws, the best way to organize your thinking so that you can later organize a clear paper is to do your note-taking in a systematic way. There are several ways to take notes. The note card example below represents only one acceptable method. Study it carefully and ask your teacher any questions you have about *what* is there and *why* it is there. Do this *before* you begin making your own note cards.

BIRTH

He was born 2/22/1732 in Virginia's Westmoreland County.

American Encyclopedia, Vol. 15, p. 64

Notice the following things about the note card example above:

1. You place a heading at the top so that you remember to limit your notes on the card to one subject.
2. You take notes only about the heading (in this case — George Washington's birth).
3. You do not take notes in the exact words that appear in the encyclopedia. You take notes in your own words.
4. At the bottom of the card you place the name of the source and the page where you found the information.

TAKING NOTES FROM AN ENCYCLOPEDIA

When you do research, you are looking for answers to a question you want to answer. Let us imagine, for example, that you have asked this question: ***What did George Washington do for his country before he became President?*** Study both columns on page 20. See how the student took notes in his own words (note cards in right column) while he was reading someone else's words (the encyclopedia in the left column).

Encyclopedia Article

GEORGE WASHINGTON (1732-1799)

George Washington, the man who was "first in war, first in peace, and first in the hearts of his countrymen," was born in Westmoreland County, Virginia on February 22, 1732. George's father Augustine and his mother Mary were both descendants of English families who came to Virginia in the 1650s.

In 1753 Virginia's Governor Robert Dinwiddie sent George Washington,then 21 years old, to warn the French that they had intruded into the British territory west of the Allegheny Mountains. After a long, hard march, Washington finally found the French at Fort Le Boeuf, near Lake Erie. He delivered his message, which the French ignored. Unable to do anything more, Washington began the long march back to Virginia. The cold eastern winter was hard on Washington and his companions.

Upon returning to Virginia, Washington was promoted to Lt. Colonel by Governor Dinwiddie. Washington's next assignment was to go to the area where Pittsburg stands today and build a fort to protect the British frontier. With a force of 150 men, Washington set off. He found the French had already built Fort Duquesne near the site. After defeating a small French force, Washington met a much larger French force and he and his men were forced to surrender. The French allowed Washington and his men to return to Virginia, where he retired and once again became a farmer. Later during the French and Indian War Washington participated in several other expeditions before finally retiring in 1759.

He now settled down, married a young widow, Martha Custis, and became a gentleman farmer. For the next fifteen years he divided his time between farming, politics and trying to enjoy life. During this period the relations between the American colonies and Great Britain were deteriorating.

Washington was sent in 1774 as a delegate to the First Continental Congress in Philadelphia. The following year he was returned to the Second Continental Congress where, on June 15, 1775, he was unanimously elected to command American colonial forces during the War for Independence.

Note Cards

BIRTH

Born 2-22-1732 in Virginia's Westmoreland County.

American Encyclopedia, Vol. 15, p. 64

PARENTS

His parents were Augustine and Mary, children of English families who arrived in 1650s.

American Encyclopedia, Vol. 15, p. 64

SENT BY GOVERNOR

In 1753 Washington was sent by Virginia Governor to warn French about trespassing on British land.

American Encyclopedia, Vol. 15, p. 65.

CAPTURED AND RELEASED

1754 Washington sent to build fort at Pittsburg Captured by French and released

American Encyclopedia, Vol. 15, p. 65

RETIRED

After returning to Virginia Washington retired from army in 1759/

American Encyclopedia, Vol. 15, p. 65

MARRIED

Married widow Martha Custis and settled down to be a farmer. Worked as a farmer and statesman. Also tried to enjoy life

American Encyclopedia, Vol. 15, p. 65

DELEGATE AND SOLDIER

In 1774-75 a delegate to the First and Second Continental Congresses. In 1775 elected commander of all colonial forces with Revolutionary War coming

American Encyclopedia, Vol. 15, p. 65

SAMPLE FROM SHORT RESEARCH PAPER
(Based on notecards above)

The man who was to become our first President was George Washington. He was born on February 22, 1732, in Virginia's Westmoreland County. His parents were Augustine and Mary Washington, children of English settlers who had come to Virginia during the 1650s. This man helped his country several times before he became our first President.

In 1753 George Washington was sent into the wilderness to warn the French that they were trespassing on British lands. The next year he was sent back to the Pittsburg area to build a fort to protect British lands. Washington fought against the French and was captured by them but then released.

When Washington returned to Virginia, he retired from the army. Later he married a widow named Martha Custis. He worked as a farmer and politician and set out to get enjoyment out of life. In 1774 and 1775 he was a delegate to the First and Second Continental Congresses. At the Second Continental Congress he was elected to lead our army against the British in the Revolutionary War.

Bibliography*

- - - - -, "George Washington," *American Encyclopedia*, Vol. 15, pp. 64-68.

**(A bibliography tells your reader where you did your research.)*

YOUR RESEARCH PAPER

Directions: Follow these steps while writing your research paper.

1 ***Choose a topic that interests you*** and that you feel is an important part of our Western history. You may want to choose one of the 50 topics listed below.

2 ***Find at least two sources*** for your research. One should probably be an encyclopedia article that gives you an overview in a few hundred words.

3 ***Read the encyclopedia overview*** on your topic to see if the topic still interests you. If it does, go on to Step 4. If it no longer interests you, go back to Step 1 and start over.

4 ***Narrow down your topic by creating a FOCUS QUESTION*** that you wish to answer. For example, if you choose the topic THE MORMON TRAIL, you might ask: "What were the biggest hardships persons faced on The Mormon Trail?"

5 ***Clear your FOCUS QUESTION*** with your teacher.

6 ***Take notes on note cards.*** Remember that each note card should contain a heading, one important fact or event and the source where you found the information.

7 Once you have enough notes to write a paper of 300 or more words, ***clear your note cards*** with your teacher.

8 ***Write your paper.*** An ***introductory paragraph*** should tell why you chose the topic and what your focus question is. The ***body paragraphs*** should contain information that answers your FOCUS QUESTION. An ***ending paragraph*** should once again mention the main idea of your paper and any conclusions you reached.

9 ***Write a Bibliography under your final paragraph.*** If you have two or more sources, they should be listed in alphabetical order based upon their authors' last names.

50 POSSIBLE TOPICS

1 Transportation in the West
2 Northwest Territory
3 Lewis and Clark
4 Louisiana Purchase
5 Texas - Mexico - Alamo
6 Colonel John Fremont
7 California Gold Rush
8 Oregon Trail
9 Mormon Trail
10 Santa Fe Trail
11 Old Spanish Trail
12 Desert Trail
13 Alaska Purchase
14 Mexican War
15 Maps of Trails and Purchases in the West
16 Jim Bridger
17 Capture of Florida
18 Blackhawk
19 Cochise
20 Sitting Bull
21 Chief Joseph
22 Tecumseh
23 Pony Express
24 Telegraph
25 Cattle drives
26 Daniel Boone
27 Davey Crockett
28 Kit Carson
29 Mormons to Utah
30 Value of the Oregon Territory
31 Gadsden Purchase
32 1846 Treaty with Britain concerning Oregon Territory
33 George Caleb Bingham, painter
34 Biography of a typical cowboy
35 Trail food
36 Cattle barons
37 Cheyenne
38 Arapaho
39 Sioux
40 Apache
41 Pueblo
42 Paiute
43 Nez Perce
44 Hopi
45 Shoshone
46 Indian Wars
47 Songs of the Westward Movement
48 National Road
49 Conestoga and Prairie Schooners
50 Jedediah Smith

CHALLENGE PROJECTS

You might like to work on one of the following CHALLENGE PROJECTS below during your spare time inside or outside class. You will earn extra points for yourself for completing one of these projects. These points, of course, will also definitely speed your wagon train along the Hacker Trail. (If you dream up some project other than those listed below, make sure it is related to either the Westward movement or wagon trains. Clear with your teacher any project you think up on your own.) If several students take the trouble to do CHALLENGE PROJECTS, your teacher may set up "Campfire Times" when the class forms into a large circle. Then all students will imagine that they are present at an evening campfire on a wagon train, and persons will entertain the whole class by explaining or demonstrating their CHALLENGE PROJECTS.

SPEAKING

- Read a Western novel, biography or autobiography and then ask another wagon train member to interview you as you role-play the main character. Try to explain how the West shaped your character.
- Read some Western tall tales. Then tell one or two to the class. Also consider making up an original one to tell the class.
- Bring actual artifacts to class that persons took West during frontier days. Explain each to the class.

FILM-MAKING

- Make a three to four minute movie with your own or the school's 8 mm movie camera. Keep it simple. Don't try to make your story too elaborate. Maybe show one thing that happened to a family on a wagon train. For example, at twilight a family preparing for the evening meal suddenly finds out that its littlest child is missing...

WRITING

- An original story taking place on a wagon train or a Western homestead
- A second Western research paper
- An original Western poem
- A book report based upon a Western novel, biography or autobiography

SINGING

- Research songs of the Westward movement. Then bring in your guitar (or have a fellow wagon train member bring his/her guitar), sing several songs and explain what they meant to Americans on the frontier.
- After studying songs of the Westward movement, compose an original Western song and sing it to the class with guitar accompaniment.

MODEL-MAKING

- Make a 3-dimensional model of either a Conestoga or the smaller prairie schooner wagon.
- Make a diorama of a group of men digging into a hillside and panning for gold.
- Make a model of a Western military fort after the Civil War.

DANCING

- Five of you could research Western dancing. Then one could explain the dancing that the other four do for the class.

ILLUSTRATING

- Illustrate cowboy gear.
- Illustrate a family in trouble on their way West when...
- Research one of the Western trails, draw it on a large map and then place it on a bulletin board.
- Make a perspective drawing of the interior of a wagon and how a family packed all its goods for safe travel on the trail.

DIARY ENTRY II: FLOOD AT CHEYENNE CROSSING

name

SITUATION: You have been on the trail for nearly three months and have faced many challenges and problems. After previous water problems such as dried-up water holes and armed guards denying you water, now the summer rains have finally come. It has rained steadily for the last three days and consequently the trail has been almost impassable at times. Your wagons have been bogging down in deep mud holes, small streams have grown wide, deep and fast, and now you have reached the Cheyenne Crossing. As you look across the river through falling rain, you see a normally small, peaceful river that has been swollen by the heavy rains to a width of one-quarter mile. Its current seems to be running dangerously fast.

ENTRY: Write a diary entry about your travels since you left Ft. Independence. Mention some of the major happenings that have occurred along the trail to you and to other members of your wagon train. Also tell about the rains and how they have changed your trip. As you look across the raging Cheyenne River, do you believe you can cross it safely? Also, what do you expect to find along the rest of the trail? Finally, has your attitude concerning travel by wagon train changed?

TRAIL DECISION 3

_____
name

Directions: As your teacher reads TRAIL DECISION 3, listen carefully for the **5 Ws: WHO, WHERE, WHEN, WHAT, WHY**. As you recognize each, write down the appropriate information in the boxes below. Write any other important information you feel you should remember in the NOTE BOX. Once you have filled all 6 boxes, turn over this page and prepare to complete page 20.

WHO
WHERE
WHEN
WHAT
WHY

NOTE BOX

TRAIL DECISION 3 (page 2)

DIRECTIONS:

1. Listen carefully as your teacher reads the 4 POSSIBLE ACTIONS.
2. Write down the main points outlined in the action. Remember the 5 Ws.
3. Analyze each action. Discuss its strengths and weaknesses and tell why you do or do not favor it.
4. If you can think of a better action to take, write it in the ANOTHER ACTION box.
5. Analyze the ANOTHER ACTION which you wrote in the fifth box.
6. Write the best solution of all in the box at the bottom of the page. This solution might be 1 of the 4 given you, the 1 you thought up or a combination of several solutions.
7. After everyone is finished, you will meet with other members of your wagon train in order to decide what action your train will take.

Possible Actions	Analysis of Each Action
1	
2	
3	
4	
ANOTHER ACTION	
BEST ACTION	

DIARY ENTRY III: DEVIL'S FLAT

_____
name

SITUATION: Five months have passed since you left Ft. Independence. The trip has taken its toll on you and the other members of your wagon train. There have been broken wagons, sickness, Indians and lack of water and other terrible problems. Since you have left Ft. Choice, the trip has become even more difficult and dangerous. The trail has been much narrower, the threat of Indian attack has been almost constant and now you are in the middle of Devil's Flat. Ten days ago you filled your water barrels at the last water hole on the trail. Now those water barrels are almost all empty, the livestock is thin and sickly and a few cattle have even died. Your wagon train's scouts report that there is little chance of water for six or seven days. Daytime temperatures have hovered between 95 and 100 degrees, making travel by day almost impossible.

ENTRY: Write a diary entry concerning your trip since you crossed the Cheyenne River. Describe some of the important recent experiences that you and other members of your wagon train have had. Include in your entry a description of Devil's Flat. Use vivid descriptive words so that your reader can feel the heat and see the oven-like desert, the dry water holes, the empty water barrels and the dying stock. Explain how you expect to get through Devil's Flat and what you expect to encounter during the rest of your trip to Oregon.

TRAIL DECISION 4

_____
name

Directions: As your teacher reads TRAIL DECISION 4, listen carefully for the **5 Ws: WHO, WHERE, WHEN, WHAT, WHY**. As you recognize each, write down the appropriate information in the boxes below. Write any other important information you feel you should remember in the NOTE BOX. Once you have filled all 6 boxes, turn over this page and prepare to complete page 23.

WHO
WHERE
WHEN
WHAT
WHY

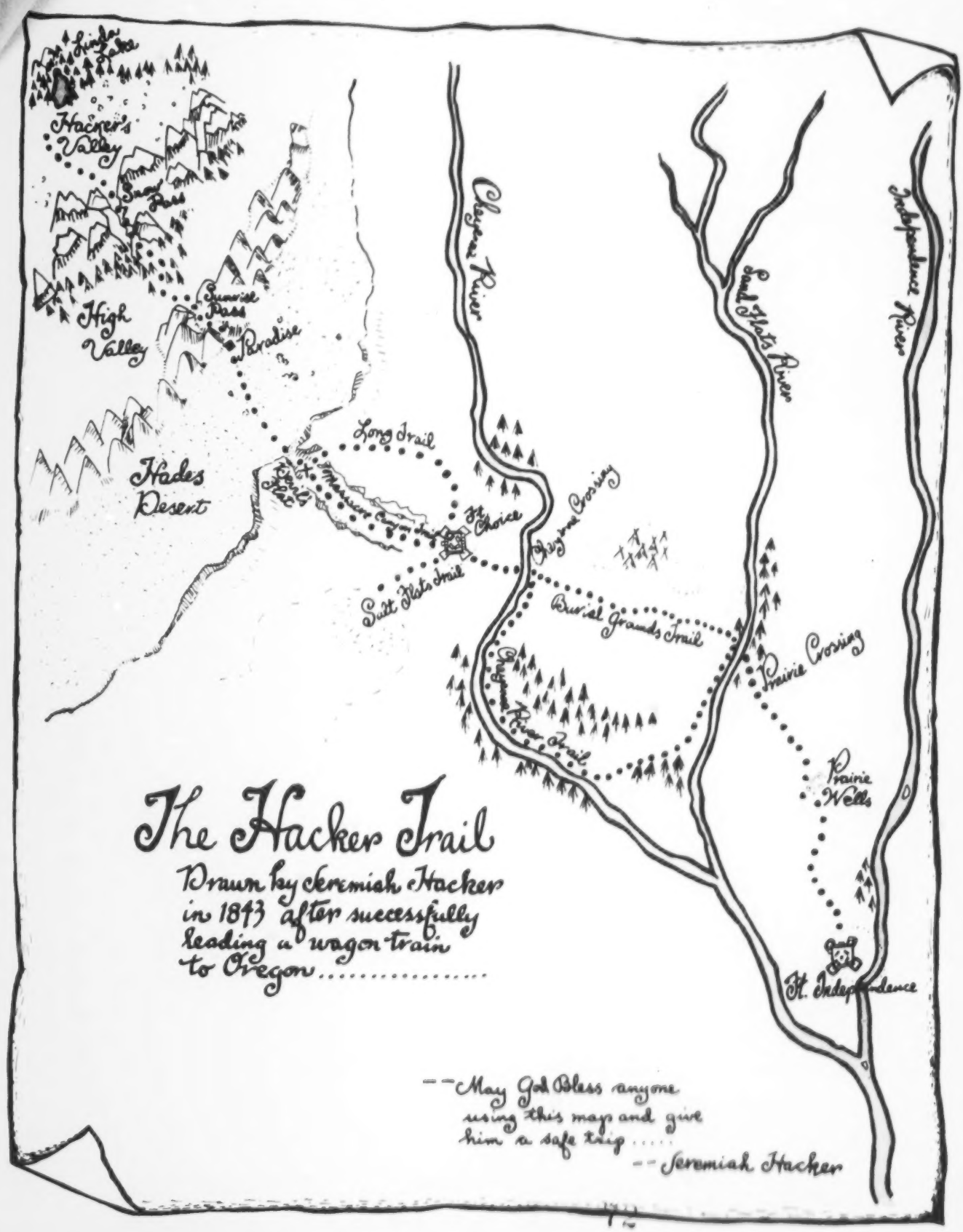
NOTE BOX

TRAIL DECISION 4 (page 2)

DIRECTIONS:

1. Listen carefully as your teacher reads the 4 POSSIBLE ACTIONS.
2. Write down the main points outlined in the action. Remember the 5 Ws.
3. Analyze each action. Discuss its strengths and weaknesses and tell why you do or do not favor it.
4. If you can think of a better action to take, write it in the ANOTHER ACTION box.
5. Analyze the ANOTHER ACTION which you wrote in the fifth box.
6. Write the best solution of all in the box at the bottom of the page. This solution might be 1 of the 4 given you, the 1 you thought up or a combination of several solutions.
7. After everyone is finished, you will meet with other members of your wagon train in order to decide what action your train will take.

Possible Actions	Analysis of Each Action
1	
2	
3	
4	
ANOTHER ACTION	
BEST ACTION	


Hacker's Valley
Snowy Pass
Sunrise Pass
High Valley
Paradise
Hades Desert
Long Trail
Ft. Choice
Salt Flats Trail
Cheyenne River
Sand Flats River
Independence River
Burial Grounds Trail
Prairie Crossing
Cheyenne River Trail
Prairie Wells
Ft. Independence
The Hacker Trail
Drawn by Jeremiah Hacker in 1843 after successfully leading a wagon train to Oregon.....
--May God Bless anyone using this map and give him a safe trip.....
--Jeremiah Hacker